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Declaration of Joseph Willhoft in Opposition to Motion for Summary Judgment 07-2-02323-2-41

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KING COUNTY
SUPERIOR COURT CLERK
SEATTLE, WA

THE HONORABLE PARIS K. KALLAS

STATE OF WASHINGTON
KING COUNTY SUPERIOR COURT

MATHEW & STEPHANIE McCLEARY,
on their own and on behalf of KELSEY &
CARTER McCLEARY, their two children
in Washington's public schools;
ROBERT & PATTY VENEMA, on their
own behalf and on behalf of HALIE &
ROBBIE VENEMA, their two children in
Washington's public schools; and
NETWORK FOR EXCELLENCE IN
WASHINGTON SCHOOLS ("NEWS"), a
state-wide coalition of community groups,
public school districts, and education
organizations,

Petitioners,

v.

STATE OF WASHINGTON,

Respondent.

NO. 07-2-02323-2 SEA

DECLARATION OF JOSEPH
WILLHOFT IN OPPOSITION TO
MOTION FOR SUMMARY
JUDGMENT

I, JOSEPH WILLHOFT, declare as follows:

1. I am the Assistant Superintendent for Assessment and Student Information at the Office of the Superintendent of Public Instruction. I am over the age of 18 years, have personal knowledge of the facts set forth herein, and am competent to testify in this matter.

ORIGINAL

1 2. My job duties include supervising the administration of Washington State's
2 student performance assessment system which is called the Washington Assessment of Student
3 Learning (WASL). My staff is also responsible for collecting and analyzing the results of the
4 WASL and for reporting those results to elected officials and to the public.

5 3. In the course of performing my job responsibilities, I have cause to be familiar
6 with the WASL, its history, and the statutes and regulations governing its administration.

7 4. House Bill 1209, the Education Reform and Improvement of Student
8 Achievement Act of 1993, created the framework for educational reform. *See* Exhibit A. In
9 this bill, the Legislature did not envision a system whereby, as Petitioners claim, the State of
10 Washington assumed the obligation to guarantee successful educational outcomes for all
11 students. Rather, Section 1 of HB 1209 states that the Legislature intended to "provide
12 students the opportunity to achieve at significantly higher levels."

13 5. HB 1209 instructed the Commission on Student Learning (CSL), an entity
14 created in 1992, to implement a system for education reform based on three main components:
15 (1) Essential Academic Learning Requirements (EALRs), (2) a comprehensive assessment
16 system (the WASL), and (3) an accountability system for local school districts.

17 6. Pursuant to HB 1209, EALRs, specific academic and technical skills, were to be
18 based, to the extent possible, on each of the four modified student learning goals in RCW
19 28A.150.210. The CSL completed its work on the initial set of EALRs in 1995. EALRs have
20 been revised periodically since then.

21 7. The CSL developed the assessment system (called the WASL) by creating tests
22 designed to evaluate what students at different grade levels know and are able to do relative to
23 specific EALRs. The first assessments developed by the CSL were for reading, writing and
24 communications commensurate with goal one in RCW 28A.150.210, and a mathematics
25 assessment commensurate with goal two in RCW 28A.150.210. Later assessments were
26

1 developed for science commensurate with goal two in RCW 28A.150.210. The analytical and
2 problem solving skills contained in goal three of RCW 28A.210.150, were addressed by
3 implementation of open-ended formats for many sections of the WASL rather than a multiple
4 choice format. EALRs such as those for social studies, arts, and health and fitness were left to
5 be evaluated at the local level. Pursuant to RCW 28A.655.070 (9), goal four, like goal three,
6 of RCW 28A.210.150 was integrated into the assessments for goals one and two.

7 8. WASL testing was phased in with the tests being administered for the first time to
8 4th grade students in 1997, 7th grade students in 1998, and 10th grade students in 1999. This
9 phased approach was meant to create a bow wave effect where younger students with the benefit
10 of experience taking the WASL and of remedial instruction could demonstrate the effectiveness of
11 education reform through higher levels of achievement over time. Initially, participation by
12 school districts in the assessment system was voluntary. Mandatory participation by all school
13 districts began in the 2000-2001 school year. Tenth grade was chosen for the high school WASL
14 because HB 1209 envisioned that the high school assessment would be based on the knowledge
15 attained by most students at the age of 16 (when most of them are in 10th grade). Seventh and 4th
16 grades were chosen as representative years for middle and elementary schools, respectively.

17 9. In 1999, the Legislature enacted Substitute Senate Bill 5418. This bill put into law
18 many of the accountability recommendations created by the CSL pursuant to HB 1209. *See*
19 Exhibit B. The provisions of SSB 5418 are today contained in Chapter 28A.655 RCW. This bill
20 established a framework for a statutorily-created commission to establish the scores necessary for
21 students to pass the WASL (cut scores). The Legislature's intent in enacting SSB 5418 can be
22 found in Section 1 of the bill. Students are to be given the "opportunity to become responsible
23 citizens...." This would be achieved by creating an accountability system "based on student
24 achievement and continuous improvement at all levels of Washington's education system...."
25
26

1 10. SSB 5418 created a new entity called the A+ Commission to oversee the new
2 accountability system and to establish the cut scores for student performance on the WASL.
3 Professionally accepted procedures contained in the *Standards for Educational and*
4 *Psychological Testing* (American Educational Research Association, American Psychological
5 Association, National Council on Measurement in Education, 1999) were used by the
6 Commission to assist in this task. A passing score on the WASL was established as one that a
7 well taught, hard working student should be able to attain at his or her grade level.

8 11. House Bill 2195 (Chapter 19, Laws of 2004, 58th Legislature, 2004 Regular
9 Session) made passage of the reading, writing, and math portions of the high school WASL a
10 graduation requirement beginning with the class of 2008. This was done both to give students
11 an incentive to work hard toward achieving success in their own education and to give
12 taxpayers, institutions of higher education, and employers some assurance that students
13 graduating from public schools in Washington State have a level of knowledge and skills that
14 is commensurate with statewide standards as opposed to varying local school district standards.

15 12. HB 2195 (2004) also allowed OSPI to approve alternative assessments to be
16 used in place of the WASL as a graduation requirement to demonstrate knowledge and skills
17 commensurate with the statewide standards. The Legislature has subsequently refined the
18 available alternative assessments. Currently, the following alternative assessments are
19 available to students:

- 20 • **Collection of Evidence** – Students compile a set of classroom work samples with
21 the help of a teacher(s). Collections for students in Career and Technical Education
22 programs can include work from their program and other classes. The State scores
23 collections two times a year.
- 23 • **SAT or ACT** – Students may use their math, reading or English and writing scores
24 on college readiness tests.
 - 25 ▪ Minimum math scores: SAT – 470; and ACT – 19.
 - 26 ▪ Minimum SAT and ACT reading and writing scores: State Board of
 Education to determine by December 1, 2007, or earlier, if possible.

- 1 • **PSAT** – Right now, students may submit a math score of 47 as an approved
2 alternative. After August 31, 2008, the PSAT will no longer be an approved
3 alternative.
- 4 • **Advanced Placement (AP)** – Students may use a score of three or higher on select
5 AP exams.
 - 6 ▪ Math: Calculus or statistics
 - 7 ▪ Writing: English language and composition
 - 8 ▪ Reading: English literature and composition, macroeconomics,
9 microeconomics, psychology, United States history, world history, United
10 States government and politics, or comparative government and politics
- 11 • **WASL/Grades Comparison** – A student's grades in math courses and/or English
12 courses are compared with the grades of students who took the same courses AND
13 passed the WASL. This option is available to students in 12th grade. To access this
14 option, a student must have an overall cumulative Grade Point Average (GPA) of at
15 least 3.2 on a 4.0 grading scale.

16 13. As envisaged in SSB 5418 and HB 2195, the 4th and 7th grade WASL tests were
17 intended to be means of identifying student needs for remediation and for holding schools
18 accountable. The high school WASL was intended to hold both schools and students
19 accountable for performance. I do not believe, and I know of no evidence that indicates, that
20 student performance on the WASL determines the scope or performance of the State's
21 obligations regarding public schools or education. Nor was the WASL intended to be a one-
22 shot proposition for students who do not pass. Student learning plans are prepared for all
23 students who do not meet standard on the WASL at all grade levels. Additionally, the State
24 provides extra resources to school districts for high school students who do not meet standard.
25 District uses of additional state resources could include an additional remedial section of a
26 particular class, after-school programs, or tuition-free summer school. If passing WASL
remains a problem for a student, he or she can pursue the many alternatives to WASL as a
demonstration of readiness to graduate.

14. Since WASL testing began, student performance in Washington State has
significantly improved. This is exactly the result intended in Section 1 of HB 1209. Attached
are several charts showing the trend lines for student performance on the WASL at grades 4, 7,
and 10. See Exhibit C.

1 15. Petitioners misrepresent the performance of Washington state students in their
2 motion by citing only to the OSPI Washington State Report Card totals for 2005-2006.
3 (Ramerman May 4, 2007 Dec. at Ex. C). These Report Card totals, while useful as a snapshot
4 of WASL performance, do not take into account students who receive passing scores on their
5 second or third attempts to take the WASL and students who meet state standards by passing
6 approved alternative assessments. Our analysis as of June 2007 for the class of 2008 indicates
7 that the cumulative pass rate of students who have taken the WASL is: reading 95.6%, writing
8 96.3%, and math 74.3%. This number does not include all students who could graduate based
9 on approved alternatives to the WASL.

10 16. Washington student performance on some of the alternatives to the WASL for
11 graduation also demonstrates that achievement levels for Washington students are very good.
12 For instance, the U.S. Chamber of Commerce awarded Washington "A" grades in academic
13 achievement, achievement among low-income and minority students, return on investment,
14 teacher quality and data quality. Washington ranks twelfth in the nation in 4th-grade math and
15 eighth in the nation in 8th-grade math on the National Assessment of Educational Progress
16 (NAEP). In 2005, Washington's African-American students scored the highest in the nation on
17 the 4th-grade math test and third in the nation on the 8th-grade math test. Among states where
18 more than 50% of students took the SAT, Washington students earned the highest scores in the
19 nation for the past four years. Washington students' 2006 scores on the ACT were the third
20 highest in the nation. Washington is one of the top three states with gains in the numbers and
21 diversity of students taking and succeeding on the Advanced Placement (AP) exams. In 2006,
22 25,891 seniors took at least one AP test-up 15 percent from 2005. Washington received high
23 praise in the "Advanced Placement Report to the Nation 2007" for being among the nation's
24 top five states that consistently increased AP passing scores, and for its rural schools initiative,
25 which has expanded AP access in remote and rural schools.
26

1 17. While much progress has been made toward achieving significantly higher levels
2 of student performance in math and science, progress has come at a slower pace for those two
3 learning categories than for reading and writing. In response to this phenomenon, the Legislature
4 in 2007, while maintaining a commitment to high achievement for Washington students, enacted
5 Engrossed Substitute Senate Bill 6023. *See Exhibit D.* This bill maintained the requirement that
6 students pass the reading and writing portions of the WASL (or state approved alternative) in
7 order to receive a high school diploma in 2008. The requirement that students pass the math
8 portion of the WASL was delayed until 2013 in order to give the State time to "...improve
9 alignment between learning standards [EALRs], instruction [teaching], diagnosis [WASL], and
10 assessment [WASL] of students' knowledge and skills in high school mathematics and science."
11 (ESSB 6023, Section 1.) In addition, the bill requires students who have not yet passed the math
12 portion of the WASL to continue to take math classes through their senior year. Attached as
13 Exhibit E is a detailed description of Washington State's graduation requirements in the wake of
14 ESSB 6023.

15 18. Following the 2006 Washington Learns study, the 2007 Legislature enacted
16 another effort to improve math and science education and performance in House Bill 1906 (2007).
17 *See Exhibit F.* This bill instructed the State Board of Education to employ an expert consultant to
18 review the EALRs related to mathematics. It also created a program for after school mathematics
19 support for students and a program for math and science instructional coaches. In addition,
20 programs aimed at giving students hands-on technical mathematics experience were created and
21 alternative routes to teacher certification were created in order to attract more talented
22 mathematics and science teachers.

23 19. The education reform changes which led to the WASL have succeeded in
24 accomplishing the Legislature's goal of significantly improving student performance.
25 Education reform is a dynamic process, not a static process. All three of its components: the
26

1 EALRs, the WASL, and the accountability system have evolved over time in order to maintain
2 the system's focus on continuous improvement. In my tenure at OSPI, I have observed that
3 policymakers in other states have made their state standards more rigorous when a high
4 percentage of students achieved high levels of performance over a sustained period of time. If
5 Washington State did adopt a requirement that every student be guaranteed a successful
6 outcome, there would be a disincentive for policymakers to set higher standards for student
7 performance in the future. Such a system would, therefore, work against the very reason
8 (higher levels of student performance) that our state embarked upon a process of education
9 reform over 16 years ago.

10 20. Finally, it is important to note as well that as of today, no student in Washington
11 State has ever been refused a high school diploma or graduation because of his or her
12 performance on the WASL.

13 JOSHEPH WILLHOFT declares under penalty of perjury of the laws of the state of
14 Washington that the foregoing is true and correct.

15 SIGNED this 1 day of August, 2007, at Olympia, Washington.

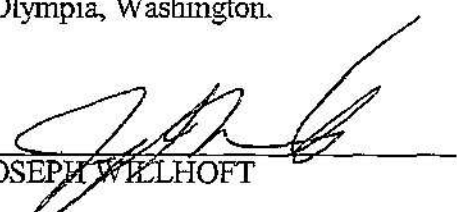
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JOSEPH WILLHOFT
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EXHIBIT A

CERTIFICATION OF ENROLLMENT
ENGROSSED SUBSTITUTE HOUSE BILL 1209

53rd Legislature
1993 Regular Session

Passed by the House April 25, 1993
Yeas 81 Nays 17

Speaker of the
House of Representatives

Passed by the Senate April 24, 1993
Yeas 26 Nays 18
CERTIFICATE

I, Alan Thompson, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is ENGROSSED SUBSTITUTE HOUSE BILL 1209 as passed by the House of Representatives and the Senate on the dates hereon set forth.

President of the Senate

Chief Clerk

Approved
FILED

Governor of the State of Washington
Secretary of State
State of Washington

ENGROSSED SUBSTITUTE HOUSE BILL 1209

AS RECOMMENDED BY THE CONFERENCE COMMITTEE

Passed Legislature - 1993 Regular Session

State of Washington 53rd Legislature 1993 Regular Session

By House Committee on Education (originally sponsored by Representatives Peery, Ballard, Dorn, Jones, Brough, R. Meyers, Cothorn, Sheldon, Brunsickle, Roland, Eide, Holm, Jacobsen, Thomas, J. Kohl, Ogden, Franklin, G. Cole, Veltoria, Wang, H. Myers, Horn, Scott, Karahalios, L. Johnson, Thibaudeau, Wolfe, Leonard, Locke, Basich, Orr, Kessler, Campbell, Linville, Pruitt and Wineberry; by request of Council on Education Reform and Funding)

Read first time 03/01/93.

AN ACT Relating to education; amending RCW 28A.150.210, 28A.630.885, 28A.415.250, 28A.405.140, 28A.300.130, 28A.630.878, 28A.410.030, 28A.225.220, 28A.195.010, and 28A.200.010; amending 1992 c 141 s 509 (uncodified); adding new sections to chapter 28A.630 RCW; adding a new section to chapter 28A.320 RCW; adding a new section to chapter 28A.305 RCW; adding a new section to chapter 28A.415 RCW; adding new sections to chapter 28A.405 RCW; adding new sections to chapter 28A.300 RCW; adding a new section to chapter 28A.310 RCW; adding a new section to chapter 70.190 RCW; adding a new chapter to Title 28A RCW; creating new sections; repealing RCW 28A.630.884; repealing 1992 c 141 s 505; repealing 1992 c 141 s 501; providing an effective date; and providing expiration dates.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. The legislature finds that student achievement in Washington must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive international economy.

To increase student achievement, the legislature finds that the state of Washington needs to develop a public school system that

focuses more on the educational performance of students, that includes high expectations for all students, and that provides more flexibility for school boards and educators in how instruction is provided.

The legislature further finds that improving student achievement will require:

(1) Establishing what is expected of students, with standards set at internationally competitive levels;

(2) Parents to be primary partners in the education of their children, and to play a significantly greater role in local school decision making;

(3) Students taking more responsibility for their education;

(4) Time and resources for educators to collaboratively develop and implement strategies for improved student learning;

(5) Making instructional programs more relevant to students' future plans;

(6) All parties responsible for education to focus more on what is best for students; and

(7) An educational environment that fosters mutually respectful interactions in an atmosphere of collaboration and cooperation.

It is the intent of the legislature to provide students the opportunity to achieve at significantly higher levels, and to provide alternative or additional instructional opportunities to help students who are having difficulty meeting the essential academic learning requirements in RCW 28A.630.885.

It is also the intent of the legislature that students who have met or exceeded the essential academic learning requirements be provided with alternative or additional instructional opportunities to help advance their educational experience.

The provisions of chapter . . . , Laws of 1993 (this act) shall not be construed to change current state requirements for students who receive home-based instruction under chapter 28A.200 RCW, or for students who attend state-approved private schools under chapter 28A.195 RCW.

PART I

STUDENT LEARNING GOALS

Sec. 101. RCW 28A.150.210 and 1977 ex.s. c 359 s 2 are each amended to read as follows:

The goal of the Basic Education Act for the schools of the state of Washington set forth in this (~~(1977 amendatory act)~~) chapter shall be to provide students with the opportunity to ~~((achieve those skills which are generally recognized as requisite to learning. These skills shall include the ability:~~

~~(1) To distinguish, interpret and make use of words, numbers and other symbols, including sound, colors, shapes and textures;~~

~~(2) To organize words and other symbols into acceptable verbal and nonverbal forms of expression, and numbers into their appropriate functions;~~

~~(3) To perform intellectual functions such as problem solving, decision making, goal setting, selecting, planning, predicting, experimenting, ordering and evaluating; and~~

~~(4) To use various muscles necessary for coordinating physical and mental functions.)~~ become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

(1) Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

(2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

(3) Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

NEW SECTION. Sec. 102. Section 101 of this act shall take effect September 1, 1994.

PART II
COMMISSION ON STUDENT LEARNING

NEW SECTION. Sec. 201. A new section is added to chapter 28A.630 RCW to read as follows:

Unless the context clearly requires otherwise, the definitions in this section apply throughout RCW 28A.630.885 and 28A.300.130.

(1) "Commission" means the commission on student learning created in RCW 28A.630.885.

(2) "Student learning goals" mean the goals established in RCW 28A.150.210.

(3) "Essential academic learning requirements" means more specific academic and technical skills and knowledge, based on the student learning goals, as determined under RCW 28A.630.885(3)(a). Essential academic learning requirements shall not limit the instructional strategies used by schools or school districts or require the use of specific curriculum.

(4) "Performance standards" or "standards" means the criteria used to determine if a student has successfully learned the specific knowledge or skill being assessed as determined under RCW 28A.630.885(3)(b). The standards should be set at internationally competitive levels.

(5) "Assessment system" or "student assessment system" means a series of assessments used to determine if students have successfully learned the essential academic learning requirements. The assessment system shall be developed under RCW 28A.630.885(3)(b).

(6) "Performance-based education system" means an education system in which a significantly greater emphasis is placed on how well students are learning, and significantly less emphasis is placed on state-level laws and rules that dictate how instruction is to be provided. The performance-based education system does not require that schools use an outcome-based instructional model. Decisions regarding how instruction is provided are to be made, to the greatest extent possible, by schools and school districts, not by the state.

BEST AVAILABLE IMAGE POSSIBLE

Sec. 202. RCW 28A.630.885 and 1992 c 141 s 202 are each amended to read as follows:

~~((+2+))~~ (1) The Washington commission on student learning is hereby established. The primary purposes of the commission are to identify ~~((what))~~ the knowledge and skills all public school students need to know and be able to do based on the student learning goals ~~((of the governor's council on education reform and funding))~~ in RCW 28A.150.210, to develop student assessment and school accountability systems, and to take other steps necessary to develop a performance-based education system. The commission shall include three members of the state board of education, three members appointed by the governor before July 1, 1992, and ~~((three))~~ five members appointed no later than ~~((February))~~ June 1, 1993, by the governor elected in the November 1992 election. The governor shall appoint a chair from the commission members, and fill any vacancies in gubernatorial appointments that may occur. The state board of education shall fill any vacancies of state board of education appointments that may occur. In making the appointments, educators, business leaders, and parents shall be represented, and nominations from state-wide education, business, and parent organizations shall be requested. Efforts shall be made to ensure that the commission reflects the ~~((cultural))~~ racial and ethnic diversity of the state's K-12 student population and that the major geographic regions in the state are represented. Appointees shall be qualified individuals who are supportive of educational restructuring, who have a positive record of service, and who will devote sufficient time to the responsibilities of the commission to ensure that the objectives of the commission are achieved.

~~((+3) The commission shall begin its substantive work subject to subsection (1) of this section.~~

~~+4+))~~ (2) The commission shall establish ~~((technical))~~ advisory committees. Membership of the ~~((technical))~~ advisory committees shall include, but not necessarily be limited to, professionals from the office of the superintendent of public instruction and the state board of education, and other state and local educational practitioners and student assessment specialists.

~~((45))~~ (3) The commission, with the assistance of the ~~((technical))~~ advisory committees, shall:

(a) ~~((Identify what all elementary and secondary students need to know and be able to do. At a minimum, these))~~ Develop essential academic learning requirements ~~((shall include reading, writing, speaking, science, history, geography, mathematics, and critical thinking. In developing these essential academic learning requirements, the commission shall incorporate))~~ based on the student learning goals ~~((identified by the council on education reform and funding))~~ in RCW 28A.150.210. Essential academic learning requirements shall be developed, to the extent possible, for each of the student learning goals in RCW 28A.150.210. Goals one and two shall be considered primary. Essential academic learning requirements for RCW 28A.150.210(1), goal one, and the mathematics component of RCW 28A.150.210(2), goal two, shall be completed no later than March 1, 1995. Essential academic learning requirements that incorporate the remainder of RCW 28A.150.210 (2), (3), and (4), goals two, three, and four, shall be completed no later than March 1, 1996. To the maximum extent possible, the commission shall integrate goal four and the knowledge and skill areas in the other goals in the development of the essential academic learning requirements;

(b) ~~((By December 1, 1995,))~~ (i) The commission shall present to the state board of education and superintendent of public instruction a state-wide academic assessment system for use in the elementary ~~((grades)), middle, and high school years~~ designed to determine if each student has mastered the essential academic learning requirements identified in (a) of this subsection. The academic assessment system shall include a variety of ~~((methodologies))~~ assessment methods, including performance-based measures that are criterion-referenced. Performance standards for determining if a student has successfully completed an assessment shall be initially determined by the commission in consultation with the advisory committees required in subsection (2) of this section.

(ii) The assessment system shall be designed so that the results under the assessment system are used by educators as tools to evaluate instructional practices, and to initiate appropriate educational

support for students who ~~((do))~~ have not ~~((master))~~ mastered the essential academic learning requirements at the appropriate periods in the student's educational development. ~~((Mastery of each component of the essential academic learning requirements shall be required before students progress in subsequent components of the essential academic learning requirements. The state board of education and superintendent of public instruction shall implement the elementary academic assessment system beginning in the 1996-97 school year, unless the legislature takes action to delay or prevent implementation of the assessment system and essential academic learning requirements.))~~

((iii) Assessments measuring the essential academic learning requirements developed for RCW 28A.150.210(1), goal one, and the mathematics component of RCW 28A.150.210(2), goal two, shall be initially implemented by the state board of education and superintendent of public instruction no later than the 1996-97 school year, unless the legislature takes action to delay or prevent implementation of the assessment system and essential academic learning requirements. Assessments measuring the essential academic learning requirements developed for RCW 28A.150.210 (2), (3), and (4), goals two, three, and four, shall be initially implemented by the state board of education and superintendent of public instruction no later than the 1997-98 school year, unless the legislature takes action to delay or prevent implementation of the assessment system and essential academic learning requirements. To the maximum extent possible, the commission shall integrate knowledge and skill areas in development of the assessments.

((iv) Before the 2000-2001 school year, participation by school districts in the assessment system shall be optional. School districts that desire to participate before the 2000-2001 school year shall notify the superintendent of public instruction in a manner determined by the superintendent. Beginning in the 2000-2001 school year, all school districts shall be required to participate in the assessment system.

((v) The state board of education and superintendent of public instruction may modify the essential academic learning requirements and academic assessment system, as needed, in subsequent school years.

(vi) The commission shall develop assessments that are directly related to the essential academic learning requirements, and are not biased toward persons with different learning styles, racial or ethnic backgrounds, or on the basis of gender;

~~(c) ((By December 1, 1996, present to the state board of education and superintendent of public instruction a state-wide academic assessment system for use in the secondary grades designed to determine if each student has mastered the essential academic learning requirements identified for secondary students in (a) of this subsection. The academic assessment system shall use a variety of methodologies, including performance-based measures, to determine if students have mastered the essential academic learning requirements, and))~~ After a determination is made by the state board of education that the high school assessment system has been implemented and that it is sufficiently reliable and valid, successful completion of the high school assessment shall lead to a certificate of mastery. The certificate of mastery shall be obtained by most students at about the age of sixteen, and is evidence that the student has successfully mastered the essential academic learning requirements during his or her educational career. The certificate of mastery shall be required for graduation but shall not be the only requirement for graduation. ((The assessment system shall be designed so that the results are used by educators to evaluate instructional practices, and to initiate appropriate educational support for students who do not master the essential academic learning requirements.)) The commission shall ((recommend)) make recommendations to the state board of education ((whether the certificate of mastery should take the place of the graduation requirements or be required for graduation in addition to graduation requirements. The state board of education and superintendent of public instruction shall implement the secondary academic assessment system beginning in the 1997-98 school year, unless the legislature takes action to delay or prevent implementation of the assessment system and essential academic learning requirements. The state board of education and superintendent of public instruction may modify the assessment system, as needed, in subsequent school years)) regarding the relationship between the certificate of mastery and high

school graduation requirements. Upon achieving the certificate of mastery, schools shall provide students with the opportunity to continue to pursue career and educational objectives through educational pathways that emphasize integration of academic and vocational education. Educational pathways may include, but are not limited to, programs such as work-based learning, school-to-work transition, tech prep, vocational-technical education, running start, and preparation for technical college, community college, or university education;

(d) Consider methods to address the unique needs of special education students when developing the assessments in (b) and (c) of this subsection;

~~(e) ((Develop strategies that will assist educators in helping students master the essential academic learning requirements;~~

~~(f) Establish a center the primary role of which is to plan, implement, and evaluate a high-quality professional development process. The quality schools center shall: Have an advisory council composed of educators, parents, and community and business leaders; use best practices research regarding instruction, management, curriculum development, and assessment; coordinate its activities with the office of the superintendent of public instruction and the state board of education; employ and contract with individuals who have a commitment to quality reform; prepare a six-year plan to be updated every two years; and be able to accept resources and funding from private and public sources;~~

~~(g) Develop recommendations for the repeal or amendment of federal, state, and local laws, rules, budgetary language, regulations, and other factors that inhibit schools from adopting strategies designed to help students achieve the essential academic learning requirements;~~

(h)) Consider methods to address the unique needs of highly capable students when developing the assessments in (b) and (c) of this subsection;

(f) Develop recommendations on the time, support, and resources, including technical assistance, needed by schools and school districts to help students achieve the essential academic learning requirements.

These recommendations shall include an estimate for the legislature, superintendent of public instruction, and governor on the expected cost of implementing the ~~((elementary and secondary))~~ academic assessment system~~((e during the 1995-97 biennium and beyond))~~;

~~((+i+))~~ (c) Develop recommendations for consideration by the higher education coordinating board for adopting college and university entrance requirements for public school students that ~~((would assist schools in adopting strategies designed to help students achieve the essential learning requirements))~~ are consistent with the essential academic learning requirements and the certificate of mastery;

~~((+j+))~~ (h) By December 1, ~~((1996))~~ 1998, recommend to the legislature, governor, state board of education, and superintendent of public instruction;

(i) A state-wide accountability system to monitor and evaluate accurately and fairly the level of learning occurring in individual schools and school districts. ~~((The commission also shall recommend to the legislature steps that should be taken to assist school districts and schools in which learning is significantly below expected levels of performance as measured by the academic assessment systems established under this section))~~ The accountability system shall be designed to recognize the characteristics of the student population of schools and school districts such as gender, race, ethnicity, socioeconomic status, and other factors. The system shall include school-site, school district, and state-level accountability reports;

(ii) A school assistance program to help schools and school districts that are having difficulty helping students meet the essential academic learning requirements;

(iii) A system to intervene in schools and school districts in which significant numbers of students persistently fail to learn the essential academic learning requirements; and

(iv) An awards program to provide incentives to school staff to help their students learn the essential academic learning requirements, with each school being assessed individually against its own baseline. Incentives shall be based on the rate of percentage change of students achieving the essential academic learning requirements. School staff shall determine how the awards will be spent.

It is the intent of the legislature to begin implementation of programs in this subsection (3)(h) on September 1, 2000;

~~((+6+))~~ (i) Report annually by December 1st to the legislature, the governor, the superintendent of public instruction, and the state board of education on the progress, findings, and recommendations of the commission; and

~~((+1) Complete other tasks, as appropriate))~~ (j) Make recommendations to the legislature and take other actions necessary or desirable to help students meet the student learning goals.

~~((+6+))~~ (4) The commission shall coordinate its activities with the state board of education and the office of the superintendent of public instruction.

~~((+7+))~~ (5) The commission shall seek advice broadly from the public and all interested educational organizations in the conduct of its work, including holding periodic regional public hearings.

~~((+8+))~~ (6) The commission shall select an entity to provide staff support and the office of ~~((financial management))~~ the superintendent of public instruction shall ~~((contract with that entity))~~ provide administrative oversight and be the fiscal agent for the commission. The commission may direct the office of ~~((financial management))~~ the superintendent of public instruction to enter into subcontracts, within the commission's resources, with school districts, teachers, higher education faculty, state agencies, business organizations, and other individuals and organizations to assist the commission in its deliberations.

~~((+9+))~~ (7) Members of the commission shall be reimbursed for travel expenses as provided in RCW 43.03.050 and 43.03.060.

PART III

STUDENT LEARNING IMPROVEMENT GRANTS

NEW SECTION. Sec. 301. A new section is added to chapter 28A.300 RCW to read as follows:

(1) To the extent funds are appropriated, the office of the superintendent of public instruction shall provide student learning improvement grants for the 1994-95 through 1996-97 school years. The

purpose of the grants is to provide funds for additional time and resources for staff development and planning intended to improve student learning for all students, including students with diverse needs, consistent with the student learning goals in RCW 28A.15C.210.

(2) To be eligible for student learning improvement grants, school district boards of directors shall:

(a) Adopt a policy regarding the sharing of instructional decisions with school staff, parents, and community members;

(b) Submit school-based applications that have been developed by school building personnel, parents, and community members. Each application shall:

(i) Enumerate specific activities to be carried out as part of the grant;

(ii) Identify the technical resources desired and availability of those resources;

(iii) Include a proposed budget; and

(iv) Indicate that the application was approved by the school principal and representatives of teachers, parents, and the community.

(3) The school board shall conduct at least one public hearing on schools' plans for using the grants before the board approves the plans. Boards may hear and approve more than one school's plan at a hearing. The board shall only submit applications for grants to the superintendent of public instruction if the board has approved the plans.

(4) If the requirements of subsections (2) and (3) of this section are met, the superintendent of public instruction shall approve the grant application.

(5) To the extent funds are appropriated, and for allocation purposes only, the amount of grants for the 1994-95 school year shall be based on time equivalent to no fewer than three days and not more than five days depending upon the number of grant applications received and on the number of full-time equivalent certificated staff, classified instructional aides, and classified secretaries who work in the school at the time of application. For the 1995-96 and 1996-97 school years, the equivalent of five days annually shall be provided. The allocation per full-time equivalent staff shall be determined in

the biennial operating appropriations act. School districts shall use all funds received under this section solely for grants to schools and shall not use any portion of the funds for indirect costs.

(6) The state schools for the deaf and blind may apply for grants under this section.

(7) The superintendent of public instruction shall adopt timelines and rules as necessary under chapter 34.05 RCW to administer the program. The superintendent may modify application requirements for schools that have schools for the twenty-first century projects under RCW 28A.630.100. A copy of the proposed rules shall be submitted to the joint select committee on education restructuring established in section 1001 of this act at least forty-five days prior to adoption of the rules.

(8) Funding under this section shall not become a part of the state's basic program of education obligation as set forth under Article IX of the state Constitution.

NEW SECTION. Sec. 302. A new section is added to chapter 28A.305 RCW to read as follows:

School districts may use the application process in section 301 of this act to apply for waivers under RCW 28A.305.140.

PART IV

EDUCATOR TRAINING AND ASSISTANCE PROGRAMS

Sec. 401. RCW 28A.415.250 and 1991 c 116 s 19 are each amended to read as follows:

The superintendent of public instruction shall adopt rules to establish and operate a teacher assistance program. For the purposes of this section, the terms "mentor teachers," "beginning teachers," and "experienced teachers" may include any person possessing any one of the various certificates issued by the superintendent of public instruction under RCW 28A.410.010. The program shall provide for:

(1) Assistance by mentor teachers who will provide a source of continuing and sustained support to beginning teachers, or experienced teachers who are having difficulties, or both, both in and outside the classroom. A mentor teacher may not be involved in evaluations under

RCW 28A.405.100 of a teacher who receives assistance from said mentor teacher under the teacher assistance program established under this section. The mentor teachers shall also periodically inform their principals respecting the contents of training sessions and other program activities;

(2) Stipends for mentor teachers and beginning and experienced teachers which shall not be deemed compensation for the purposes of salary lid compliance under RCW (~~28A.58.095~~) 28A.400.200: PROVIDED, That stipends shall not be subject to the continuing contract provisions of this title;

(3) Workshops for the training of mentor and beginning teachers;

(4) The use of substitutes to give mentor teachers, beginning teachers, and experienced teachers opportunities to jointly observe and evaluate teaching situations and to give mentor teachers opportunities to observe and assist beginning and experienced teachers in the classroom;

(5) Mentor teachers who are superior teachers based on their evaluations, pursuant to RCW 28A.405.010 through 28A.405.240, and who hold valid continuing certificates;

(6) Mentor teachers shall be selected by the district and may serve as mentors up to and including full time. If a bargaining unit, certified pursuant to RCW 41.59.090 exists within the district, classroom teachers representing the bargaining unit shall participate in the mentor teacher selection process; and

(7) Periodic consultation by the superintendent of public instruction or the superintendent's designee with representatives of educational organizations and associations, including educational service districts and public and private institutions of higher education, for the purposes of improving communication and cooperation and program review.

NEW SECTION. Sec. 402. A new section is added to chapter 28A.415 RCW to read as follows:

(1) To the extent specific funds are appropriated for the pilot program in this section, the superintendent of public instruction shall establish a pilot program to support the pairing of full-time mentor

teachers with experienced teachers who are having difficulties and full-time mentor teachers with beginning teachers under RCW 28A.415.250.

(2) The superintendent of public instruction shall submit a report to the legislature by December 31, 1995, with findings about the pilot program. The report shall include an analysis of the effectiveness of the pilot program in the remediation of teachers having difficulties, recommendations regarding continuing the program, and recommendations on new procedures under chapter 28A.405 RCW regarding teachers who have not shown sufficient progress in the area or areas of teaching skills needing improvement.

(3) The superintendent of public instruction shall appoint an oversight committee, which shall include teachers and administrators from the pilot districts, that shall be involved in the evaluation of the pilot program under this section.

(4) The superintendent of public instruction shall adopt rules as necessary under chapter 34.05 RCW to implement the pilot program established under subsection (1) of this section.

Sec. 403. RCW 28A.405.140 and 1990 c 33 s 387 are each amended to read as follows:

After an evaluation conducted pursuant to RCW 28A.405.100, the ~~((school-district))~~ principal or the evaluator may require the teacher to take in-service training provided by the district in the area of teaching skills needing improvement, and may require the teacher to have a mentor for purposes of achieving such improvement.

NEW SECTION. **Sec. 404.** A new section is added to chapter 28A.405 RCW to read as follows:

(1) To the extent funds are appropriated, the Washington state principal internship support program is created beginning in the 1994-95 school year. The purpose of the program is to provide funds to school districts to hire substitutes for district employees who are in a principal preparation program to complete an internship with a mentor principal.

(2) Participants in the principal internship support program shall be selected as follows:

(a) The candidate shall be enrolled in a state board-approved school principal preparation program;

(b) The candidate shall apply in writing to his or her local school district;

(c) Each school district shall determine which applicants meet its criteria for participation in the principal internship support program and shall notify its educational service district of the school district's selected applicants. When submitting the names of applicants, the school district shall identify a mentor principal for each principal intern applicant, and shall agree to provide the internship applicant at least forty-five student days of release time for the internship; and

(d) Educational service districts, with the assistance of an advisory board, shall select internship participants.

(3) (a) The maximum amount of state funding for each internship shall be the estimated state-wide average cost of providing a substitute teacher for forty-five school days.

(b) Funds appropriated for the principal internship support program shall be allocated by the superintendent of public instruction to the educational service districts based on the percentage of full-time equivalent public school students enrolled in school districts in each educational service district. Participants should be selected to reflect the percentage of minorities of the student population in the educational service district region, and to the extent practicable, represent an equal number of women and men. If it is not possible to find qualified candidates reflecting the percentage of minorities of the student population of the educational service district, the educational service district shall select those qualified candidates who meet these criteria and leave the remaining positions unfilled, and any unspent funds shall revert to the state general fund.

(c) Once principal internship participants have been selected, the educational service districts shall allocate the funds to the appropriate school districts. The funds shall be used to pay for

replacement substitute staff while the school district employee is completing the principal internship.

(d) Educational service districts may be reimbursed for costs associated with implementing the program. Reimbursement rates shall be determined by the superintendent of public instruction.

NEW SECTION. Sec. 405. A new section is added to chapter 28A.405 RCW to read as follows:

(1) To the extent funds are appropriated, the Washington state superintendent and program administrator internship support program is created beginning in the 1994-95 school year. The purpose of the program is to provide funds to school districts to hire substitutes for district employees who are in a superintendent or program administrator preparation program to complete an internship with a mentor administrator.

(2) Participants in the superintendent and program administrator internship support program shall be selected as follows:

(a) The candidate shall be enrolled in a state board-approved school district superintendent or program administrator preparation program;

(b) The candidate shall apply in writing to his or her local school district;

(c) Each school district shall determine which applicants meet its criteria for participation in the internship support program and shall notify its educational service district of the school district's selected applicants. When submitting the names of applicants, the school district shall identify a mentor administrator for each intern applicant and shall agree to provide the internship applicant at least forty-five student days of release time for the internship; and

(d) Educational service districts, with the assistance of an advisory board, shall select internship participants.

(3) (a) The maximum amount of state funding for each internship shall be the estimated state-wide average cost of providing a substitute teacher for forty-five school days as calculated by the superintendent of public instruction.

(b) Funds appropriated for the internship support program shall be allocated by the superintendent of public instruction to the educational service districts based on the percentage of full-time equivalent public school students enrolled in school districts in each educational service district. To the extent practicable, participants should be selected to reflect the racial and ethnic diversity of the student population in the educational service district region, and represent an equal number of women and men.

(c) Once internship participants have been selected, the educational service districts shall allocate the funds to the appropriate school districts. The funds shall be used to pay for replacement substitute staff while the school district employee is completing the internship.

(d) Educational service districts may be reimbursed for costs associated with implementing the program. Reimbursement rates shall be determined by the superintendent of public instruction.

NEW SECTION. Sec. 406. (1) The state board of education shall appoint an administrator internship advisory task force to develop and recommend to the board standards for the principal and superintendent and program administrator internship support programs created in sections 404 and 405 of this act. Interns shall be required to complete the state board standards in order to successfully complete the internship program. These standards shall be adopted by the state board of education before the allocation of funds by the superintendent of public instruction pursuant to sections 404(3)(c) and 405(3)(c) of this act. Colleges, universities, and school districts may establish additional standards.

(2) Task force membership shall include, but not be limited to, representatives of the office of the superintendent of public instruction, principals, superintendents, program administrators, teachers, school directors, parents, higher education administrative preparation programs, and educational service districts. The task force membership shall, to the extent possible, be racially and ethnically diverse.

NEW SECTION. Sec. 407. A new section is added to chapter 28A.300 RCW to read as follows:

The superintendent of public instruction shall adopt rules as necessary under chapter 34.05 RCW to administer the principal and superintendent and program administrator internship support programs.

NEW SECTION. Sec. 408. A new section is added to chapter 28A.300 RCW to read as follows:

(1) The paraprofessional training program is created. The primary purpose of the program is to provide training for classroom assistants to assist them in helping students achieve the student learning goals under RCW 28A.150.210. Another purpose of the program is to provide training to certificated personnel who work with classroom assistants.

(2) The superintendent of public instruction may allocate funds, to the extent funds are appropriated for this program, to educational service districts, school districts, and other organizations for providing the training in subsection (1) of this section.

PART V

CENTER FOR THE IMPROVEMENT OF STUDENT LEARNING

Sec. 501. RCW 28A.300.130 and 1986 c 180 s 1 are each amended to read as follows:

(1) ~~((Recent and))~~ Expanding activity in educational research, educational restructuring, and educational improvement initiatives has produced and continues to produce much valuable information. The legislature finds that such information should be shared with the citizens and educational community of the state as widely as possible. To facilitate access to information and materials on ~~((education))~~ educational improvement and research, the superintendent of public instruction, to the extent funds are appropriated, shall ~~((act as the state clearinghouse for educational information.~~

~~((2) In carrying out this function, the superintendent of public instruction's primary duty shall be to collect, screen, organize, and disseminate information pertaining to the state's educational system from preschool through grade twelve, including but not limited to in-~~

~~state research and development efforts; descriptions of exemplary, model, and innovative programs; and related information that can be used in developing more effective programs.~~

~~(3) The superintendent of public instruction shall maintain a collection of such studies, articles, reports, research findings, monographs, bibliographies, directories, curriculum materials, speeches, conference proceedings, legal decisions that are concerned with some aspect of the state's education system, and other applicable materials. All materials and information shall be considered public documents under chapter 42.17 RCW and the superintendent of public instruction shall furnish copies of educational materials at nominal cost.~~

~~(4) The superintendent of public instruction shall coordinate the dissemination of information with the educational service districts and shall publish and distribute, on a monthly basis, a newsletter describing current activities and developments in education in the state))~~ establish the center for the improvement of student learning. The primary purpose of the center is to provide assistance and advice to parents, school board members, educators, and the public regarding strategies for assisting students in learning the essential academic learning requirements pursuant to RCW 28A.630.885. The center shall work in conjunction with the commission on student learning, educational service districts, and institutions of higher education.

(2) The center shall:

(a) Serve as a clearinghouse for the completed work and activities of the commission on student learning;

(b) Serve as a clearinghouse for information regarding successful educational restructuring and parental involvement programs in schools and districts, and information about efforts within institutions of higher education in the state to support educational restructuring initiatives in Washington schools and districts;

(c) Provide best practices research and advice that can be used to help schools develop and implement: School improvement plans; school-based shared decision-making models; programs to promote lifelong learning and community involvement in education; school-to-work transition programs; programs to meet the needs of highly capable

students; programs to meet the diverse needs of students based on gender, racial, ethnic, economic, and special needs status; and other programs that will assist educators in helping students learn the essential academic learning requirements;

(d) Develop and distribute, in conjunction with the commission on student learning, parental involvement materials, including instructional guides developed to inform parents of the essential academic learning requirements. The instructional guides also shall contain actions parents may take to assist their children in meeting the requirements, and should focus on reaching parents who have not previously been involved with their children's education;

(e) Identify obstacles to greater parent and community involvement in school shared decision-making processes and recommend strategies for helping parents and community members to participate effectively in school shared decision-making processes, including understanding and respecting the roles of school building administrators and staff;

(f) Take other actions to increase public awareness of the importance of parental and community involvement in education;

(g) Work with appropriate organizations to inform teachers, district and school administrators, and school directors about the waivers available under RCW 28A.305.140 and the broadened school board powers under RCW 28A.320.015;

(h) Provide training and consultation services;

(i) Address methods for improving the success rates of certain ethnic and racial student groups; and

(j) Perform other functions consistent with the purpose of the center as prescribed in subsection (1) of this section.

(3) The superintendent of public instruction, after consultation with the commission on student learning, shall select and employ a director for the center.

(4) The superintendent may enter into contracts with individuals or organizations including but not limited to: School districts; teachers; higher education faculty; institutions of higher education; state agencies; business or community-based organizations; and other individuals and organizations to accomplish the duties and

responsibilities of the center. The superintendent shall contract out with community-based organizations to meet the provisions of subsection (2)(d) and (e) of this section. In carrying out the duties and responsibilities of the center, the superintendent, whenever possible, shall use practitioners to assist agency staff as well as assist educators and others in schools and districts.

(5) The superintendent shall report annually to the commission on student learning on the activities of the center.

NEW SECTION. Sec. 502. A new section is added to chapter 28A.300 RCW to read as follows:

(1) The center for the improvement of student learning account is hereby established in the custody of the state treasurer. The superintendent of public instruction shall deposit in the account all moneys received from gifts, grants, or endowments for the center for the improvement of student learning. Moneys in the account may be spent only for activities of the center. Disbursements from the account shall be on authorization of the superintendent of public instruction or the superintendent's designee. The account is subject to the allotment procedure provided under chapter 43.88 RCW, but no appropriation is required for disbursements.

(2) The superintendent of public instruction may receive such gifts, grants, and endowments from public or private sources as may be made from time to time, in trust or otherwise, for the use and benefit of the purposes of the center for the improvement of student learning and expend the same or any income therefrom according to the terms of the gifts, grants, or endowments.

PART VI

SCHOOL-TO-WORK TRANSITIONS

NEW SECTION. Sec. 601. (1) The legislature finds that preparing students to make successful transitions from school to work helps promote educational, career, and personal success for all students.

(2) A successful school experience should prepare students to make informed career direction decisions at critical points in their educational progress. Schools that demonstrate the relevancy and

practical application of course work will expose students to a broad range of interrelated career and educational opportunities and will expand students' posthigh school options.

(3) The school-to-work transitions program, under chapter . . . , Laws of 1993 (Engrossed Substitute House Bill No. 1820), is intended to help secondary schools develop model programs for school-to-work transitions. The purposes of the model programs are to provide incentives for selected schools to:

(a) Integrate vocational and academic instruction into a single curriculum;

(b) Provide each student with a choice of multiple, flexible educational pathways based on the student's career interest areas;

(c) Emphasize increased vocational and academic guidance and counseling for students;

(d) Foster partnerships with local employers and employees to incorporate work sites as part of work-based learning experiences;

(e) Encourage collaboration among middle or junior high schools and secondary schools in developing successful transition programs and to encourage articulation agreements between secondary schools and community and technical colleges.

(4) The legislature further finds that successful implementation of the school-to-work transitions program is an important part of achieving the purposes of chapter . . . , Laws of 1993 (this act).

NEW SECTION. Sec. 602. A new section is added to chapter 28A.630 RCW to read as follows:

The superintendent of public instruction, in selecting projects for grant awards under the school-to-work transitions program, shall give additional consideration to schools or school districts whose proposals are consistent with the state comprehensive plan for work force training and education prepared by the work force training and education coordinating board.

Sec. 603. RCW 28A.630.878 and 1992 c 137 s 11 are each amended to read as follows:

The superintendent of public instruction, through the (~~state clearinghouse for education information~~) center for the improvement of student learning, shall collect and disseminate to all school districts and other interested parties information about the (~~academic and vocational integration development pilot~~) school-to-work transitions projects.

NEW SECTION. Sec. 604. Section 603 of this act shall expire June 30, 1999.

PART VII TECHNOLOGY

NEW SECTION. Sec. 701. The legislature recognizes that up-to-date tools will help students learn. Workplace technology requirements will continue to change and students should be knowledgeable in the use of technologies.

Furthermore, the legislature finds that the Washington systemic initiative is a broad-based effort to promote widespread public literacy in mathematics, science, and technology. An important component of the systemic initiative is the universal electronic access to information by students. It is the intent of the legislature that components of sections 702 through 706 of this act will support the state-wide systemic reform effort in mathematics, science, and technology as envisioned by the Washington systemic initiative.

NEW SECTION. Sec. 702. Unless the context clearly requires otherwise, the definitions in this section apply throughout this chapter and section 705 of this act.

(1) "Education technology" or "technology" means the effective use of electronic and optical tools, including telephones, and electronic and optical pathways in helping students learn.

(2) "Network" means integrated linking of education technology systems in schools for transmission of voice, data, video, or imaging, or a combination of these.

NEW SECTION. Sec. 703. (1) The superintendent of public instruction, to the extent funds are appropriated, shall develop and implement a Washington state K-12 education technology plan. The technology plan, which shall be completed by December 15, 1993, and updated on at least a biennial basis, shall be developed to coordinate and expand the use of education technology in the common schools of the state. The plan shall be consistent with applicable provisions of chapter 43.105 RCW. The plan, at a minimum, shall address:

(a) The provision of technical assistance to schools and school districts for the planning, implementation, and training of staff in the use of technology in curricular and administrative functions;

(b) The continued development of a network to connect school districts, institutions of higher learning, and other sources of on-line information; and

(c) Methods to equitably increase the use of education technology by students and school personnel throughout the state.

(2) The superintendent of public instruction shall appoint an educational technology advisory committee to assist in the development and implementation of the technology plan in subsection (1) of this section. The committee shall include, but is not limited to, persons representing: The state board of education, the commission on student learning, the department of information services, educational service districts, school directors, school administrators, school principals, teachers, classified staff, higher education faculty, parents, students, business, labor, scientists and mathematicians, the higher education coordinating board, the work force training and education coordinating board, and the state library.

NEW SECTION. Sec. 704. In conjunction with the plan required in section 703 of this act, the superintendent of public instruction shall prepare recommendations to the legislature regarding the development of a grant program for school districts for the purchase and installation of computers, computer software, telephones, and other types of education technology. The recommendations shall address methods to ensure equitable access to technology by students throughout the state, and methods to ensure that school districts have prepared technology

implementation plans before applying for grant funds. The recommendations, with proposed legislation, shall be submitted to the appropriate committees of the legislature by December 15, 1993.

NEW SECTION. Sec. 705. A new section is added to chapter 26A.310 RCW to read as follows:

Educational service districts shall establish, subject to available funding, regional educational technology support centers for the purpose of providing ongoing educator training, school district cost-benefit analysis, long-range planning, network planning, distance learning access support, and other technical and programmatic support. Each educational service district shall establish a representative advisory council to advise the educational service district in the expenditure of funds provided to the technology support centers.

NEW SECTION. Sec. 706. The superintendent of public instruction, to the extent funds are appropriated, shall distribute funds to educational service districts on a grant basis for the regional educational technology support centers established in section 705 of this act.

NEW SECTION. Sec. 707. The superintendent of public instruction, to the extent funds are appropriated, shall distribute funds to the Washington school information processing cooperative and to school districts on a grant basis, from moneys appropriated for the purposes of this section, for equipment, networking, and software to expand the current K-12 education state-wide network.

NEW SECTION. Sec. 708. (1) The superintendent of public instruction may receive such gifts, grants, and endowments from public or private sources as may be made from time to time, in trust or otherwise, for the use and benefit of the purposes of educational technology and expend the same or any income therefrom according to the terms of the gifts, grants, or endowments.

(2) The education technology account is hereby established in the custody of the state treasurer. The superintendent of public instruction shall deposit in the account all moneys received from

gifts, grants, or endowments for education technology. Moneys in the account may be spent only for education technology. Disbursements from the account shall be on authorization of the superintendent of public instruction or the superintendent's designee. The account is subject to the allotment procedure provided under chapter 43.88 RCW, but no appropriation is required for disbursements.

NEW SECTION. Sec. 709. The superintendent of public instruction shall adopt rules as necessary under chapter 34.05 RCW governing the operation and scope of this chapter.

NEW SECTION. Sec. 710. Sections 701 through 704 and 706 through 709 of this act shall constitute a new chapter in Title 28A RCW.

PART VIII

EDUCATOR PERFORMANCE ASSESSMENT

Sec. 801. RCW 28A.410.030 and 1991 c 116 s 21 are each amended to read as follows:

(1) Effective May 1, 1996, the state board of education shall require ((a uniform state admission to practice examination for)) teacher certification candidates ((Commencing August 31, 1993, teacher certification candidates completing a teacher preparation program shall be required)) applying for initial certification to pass an ((admission to practice examination)) individual assessment before being granted an initial certificate. The assessment shall include but not be limited to essay questions. The requirement shall be waived for out-of-state applicants with more than three years of teaching experience. The ((examination)) assessment shall test knowledge and competence in subjects including, but not limited to, instructional skills, classroom management, ((and)) student behavior and development ((The examination shall consist primarily of essay questions)), oral and written language skills, student performance-based assessment skills, and other knowledge, skills, and attributes needed to be successful in assisting all students, including students with diverse and unique needs, in achieving mastery of the essential academic learning requirements established pursuant to RCW

28A.630.865. In administering the assessment, the state board shall address the needs of certification candidates who have specific learning disabilities or physical conditions that may require special consideration in taking the assessment.

(2) The state board of education shall adopt such rules as may be necessary to implement this section, including, but not limited to, rules establishing the fees assessed persons who apply to take the assessment and the circumstances, if any, under which such fees may be refunded in whole or part. Fees shall be set at a level not higher than the costs for administering the tests. Fees shall not include costs of developing the test. Fee revenues received under this section shall be deposited in the teacher assessment revolving fund hereby established in the custody of the state treasurer. The fund is subject to the allotment procedures provided under chapter 43.88 RCW, but no appropriation is required for disbursement. The superintendent of public instruction shall be responsible for administering the assessment program consistent with state board of education rules. The superintendent of public instruction shall expend moneys from the teacher assessment revolving fund exclusively for the direct and indirect costs of establishing, equipping, maintaining, and operating the assessment program.

(3) The state board of education shall only require the assessment in subsection (1) of this section when the legislature appropriates funds to develop the assessment under this section.

PART IX

READINESS TO LEARN

NEW SECTION. Sec. 901. A new section is added to chapter 70.190 RCW to read as follows:

(1) The legislature finds that helping children to arrive at school ready to learn is an important part of improving student learning.

(2) To the extent funds are appropriated, the family policy council shall award grants to community-based consortiums that submit

comprehensive plans that include strategies to improve readiness to learn.

PART X

DEREGULATION, ACCOUNTABILITY, FUNDING, AND LEGISLATIVE OVERSIGHT

NEW SECTION. Sec. 1001. (1) There is hereby created a joint select committee on education restructuring composed of twelve members as follows:

(a) Six members of the senate, three from each of the major caucuses, to be appointed by the president of the senate; and

(b) Six members of the house of representatives, three from each of the major caucuses, to be appointed by the speaker of the house of representatives.

(2) Staff support shall be provided by senate committee services and house of representatives office of program research as mutually agreed by the cochair of the joint select committee. The cochair shall be designated by the speaker of the house of representatives and the president of the senate.

(3) The expenses of the committee members shall be paid by the legislature under chapter 44.04 RCW.

(4) The committee shall seek advice from educators, business and labor leaders, parents, and others during its deliberations.

NEW SECTION. Sec. 1002. The joint select committee on education restructuring shall monitor, review, and annually report to the full legislature upon the enactment and implementation of education restructuring in Washington both at the state and local level, including the following:

(1) The progress of the commission on student learning in the completion of its tasks as designated in RCW 28A.630.885 and in any subsequent legislation relating to education restructuring;

(2) The success of the center for improvement of student learning established under RCW 28A.300.130;

(3) The number of school districts seeking waivers from basic education act requirements under RCW 28A.305.140 or other legislation,

and the success of alternative programs pursued by those school districts;

(4) The progress and success of the commission on student learning, the superintendent of public instruction, the state board of education, the higher education coordinating board, and the state board for community and technical colleges in carrying out RCW 28A.630.885(3)(g), and any subsequent legislation relating to education restructuring; and

(5) Such other areas as the committee may deem appropriate.

NEW SECTION. Sec. 1003. (1) In addition to the duties in section 1002 of this act, the joint select committee on education restructuring shall review all laws pertaining to K-12 public education and to educator preparation and certification, except those that protect the health, safety, and civil rights of students and staff, with the intent of identifying laws that inhibit the achievement of the new system of performance-based education. The select committee shall report to the legislature by November 15, 1994. The laws pertaining to home schooling and private schools shall not be reviewed in this study.

(2) The joint select committee on education restructuring shall review current school district data reporting requirements for the purposes of accountability and meeting state information needs. The joint select committee shall report to the legislature by January 1995 on:

(a) What data is necessary to compare how school districts are performing before the essential academic learning requirements and the assessment system are implemented with how school districts are performing after the essential academic learning requirements and the assessment system are implemented; and

(b) What data is necessary pertaining to school district reports under the accountability systems developed by the commission on student learning under RCW 28A.630.885(3)(h).

NEW SECTION. Sec. 1004. By September 1, 1994, and each September 1st thereafter, the commission on student learning, the superintendent of public instruction, the state board of education, the

higher education coordinating board, and the state board for community and technical colleges shall each report to the joint select committee on education restructuring regarding their progress in completing tasks as designated in chapter . . . , Laws of 1993 (this act), and tasks in any subsequent legislation relating to education restructuring.

NEW SECTION. Sec. 1005. The joint select committee on education restructuring shall submit its final report to the legislature by December 31, 2001.

NEW SECTION. Sec. 1006. A new section is added to chapter 28A.320 RCW to read as follows:

(1) Beginning with the 1994-95 school year, to provide the local community and electorate with access to information on the educational programs in the schools in the district, each school shall publish annually a school performance report and deliver the report to each parent with children enrolled in the school and make the report available to the community served by the school. The annual performance report shall be in a form that can be easily understood and be used by parents, guardians, and other members of the community who are not professional educators to make informed educational decisions. As data from the assessments in RCW 28A.630.885 becomes available, the annual performance report should enable parents, educators, and school board members to determine whether students in the district's schools are attaining mastery of the student learning goals under RCW 28A.150.210, and other important facts about the schools' performance in assisting students to learn. The annual report shall make comparisons to a school's performance in preceding years and shall project goals in performance categories.

(2) The annual performance report shall include, but not be limited to: A brief statement of the mission of the school and the school district; enrollment statistics including student demographics; expenditures per pupil for the school year; a summary of student scores on all mandated tests; a concise annual budget report; student attendance, graduation, and dropout rates; information regarding the use and condition of the school building or buildings; a brief

description of the restructuring plan for the school; and an invitation to all parents and citizens to participate in school activities.

(3) The superintendent of public instruction shall develop by June 30, 1994, a model report form, which shall also be adapted for computers, that schools may use to meet the requirements of subsections (1) and (2) of this section.

NEW SECTION. **Sec. 1007.** (1) A legislative fiscal study committee is hereby created. The committee shall be comprised of three members from each caucus of the senate, appointed by the president of the senate, and three members from each caucus of the house of representatives, appointed by the speaker of the house of representatives. In consultation with the office of the superintendent of public instruction, the committee shall study the common school funding system.

(2) By January 16, 1995, the committee shall report to the full legislature on its findings and any recommendations for a new funding model for the common school system.

(3) This section shall expire January 16, 1995.

Sec. 1008. RCW 28A.225.220 and 1990 1st ex.s. c 9 s 201 are each amended to read as follows:

(1) Any board of directors may make agreements with adults choosing to attend school: PROVIDED, That unless such arrangements are approved by the state superintendent of public instruction, a reasonable tuition charge, fixed by the state superintendent of public instruction, shall be paid by such students as best may be accommodated therein.

(2) A district is strongly encouraged to honor the request of a parent or guardian for his or her child to attend a school in another district.

(3) A district shall release a student to a nonresident district that agrees to accept the student if:

(a) A financial, educational, safety, or health condition affecting the student would likely be reasonably improved as a result of the transfer; or

(b) Attendance at the school in the nonresident district is more accessible to the parent's place of work or to the location of child care; or

(c) There is a special hardship or detrimental condition.

(4) A district may deny the request of a resident student to transfer to a nonresident district if the release of the student would adversely affect the district's existing desegregation plan.

(5) For the purpose of helping a district assess the quality of its education program, a resident school district may request an optional exit interview or questionnaire with the parents or guardians of a child transferring to another district. No parent or guardian may be forced to attend such an interview or complete the questionnaire.

(6) Beginning with the 1993-94 school year, school districts may ~~((establish annual))~~ not charge transfer fees or tuition for nonresident students enrolled under subsection (3) of this section and RCW 28A.225.225. ~~((Until rules are adopted under section 202, chapter 9, Laws of 1990 1st ex. sess. for the calculation of the transfer fee, the transfer fee shall be calculated by the same formula as the fees authorized under section 10, chapter 130, Laws of 1969. These fees, if applied, shall be applied uniformly for all such nonresident students except as provided in this section. The superintendent of public instruction, from available funds, shall pay any transfer fees for low-income students assessed by districts under this section. All transfer fees must be paid over to the county treasurer within thirty days of its collection for the credit of the district in which such students attend.))~~ Reimbursement of a high school district for cost of educating high school pupils of a nonhigh school district shall not be deemed a transfer fee as affecting the apportionment of current state school funds.

NEW SECTION. Sec. 1009. Sections 1001 through 1005 of this act are each added to chapter 28A.630 RCW.

NEW SECTION. Sec. 1010. Sections 1001 through 1005 of this act shall expire December 1, 2001.

PRIVATE SCHOOL AND HOME SCHOOL STUDENT EXEMPTIONS

Sec. 1101. RCW 28A.195.010 and 1990 c 33 s 176 are each amended to read as follows:

The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements. The state, any agency or official thereof, shall not restrict or dictate any specific educational or other programs for private schools except as hereinafter in this section provided.

Principals of private schools or superintendents of private school districts shall file each year with the state superintendent of public instruction a statement certifying that the minimum requirements hereinafter set forth are being met, noting any deviations. After review of the statement, the state superintendent will notify schools or school districts of those deviations which must be corrected. In case of major deviations, the school or school district may request and the state board of education may grant provisional status for one year in order that the school or school district may take action to meet the requirements. Minimum requirements shall be as follows:

(1) The minimum school year for instructional purposes shall consist of no less than one hundred eighty school days or the equivalent in annual minimum program hour offerings as prescribed in RCW 28A.150.220.

(2) The school day shall be the same as that required in RCW 28A.150.030 and 28A.150.220, except that the percentages of total program hour offerings as prescribed in RCW 28A.150.220 for basic skills, work skills, and optional subjects and activities shall not apply to private schools or private sectarian schools.

(3) All classroom teachers shall hold appropriate Washington state certification except as follows:

(a) Teachers for religious courses or courses for which no counterpart exists in public schools shall not be required to obtain a state certificate to teach those courses.

(b) In exceptional cases, people of unusual competence but without certification may teach students so long as a certified person exercises general supervision. Annual written statements shall be submitted to the office of the superintendent of public instruction reporting and explaining such circumstances.

(4) An approved private school may operate an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody. The extension program shall require at a minimum that:

(a) The parent, guardian, or custodian be under the supervision of an employee of the approved private school who is certified under chapter 28A.410 RCW;

(b) The planning by the certified person and the parent, guardian, or person having legal custody include objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spend a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the approved private school extension program;

(d) Each student's progress be evaluated by the certified person; and

(e) The certified employee shall not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Appropriate measures shall be taken to safeguard all permanent records against loss or damage.

(6) The physical facilities of the school or district shall be adequate to meet the program offered by the school or district: PROVIDED, That each school building shall meet reasonable health and fire safety requirements. However, the state board shall not require private school students to meet the student learning goals, obtain a certificate of mastery to graduate from high school, to master the essential academic learning requirements, or to be assessed pursuant to RCW 28A.630.885. However, private schools may choose, on a voluntary basis, to have their students master these essential academic learning requirements, take these assessments, and obtain certificates of

mastery. A residential dwelling of the parent, guardian, or custodian shall be deemed to be an adequate physical facility when a parent, guardian, or person having legal custody is instructing his or her child under subsection (4) of this section.

(7) Private school curriculum shall include instruction of the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music, all in sufficient units for meeting state board of education graduation requirements.

(8) Each school or school district shall be required to maintain up-to-date policy statements related to the administration and operation of the school or school district.

All decisions of policy, philosophy, selection of books, teaching material, curriculum, except as in subsection (7) above provided, school rules and administration, or other matters not specifically referred to in this section, shall be the responsibility of the administration and administrators of the particular private school involved.

NEW SECTION. Sec. 1102. 1992 c 141 s 505 is repealed.

Sec. 1103. RCW 28A.200.010 and 1990 c 33 s 178 are each amended to read as follows:

Each parent whose child is receiving home-based instruction under RCW 28A.225.010(4) shall have the duty to:

(1) File annually a signed declaration of intent that he or she is planning to cause his or her child to receive home-based instruction. The statement shall include the name and age of the child, shall specify whether a certificated person will be supervising the instruction, and shall be written in a format prescribed by the superintendent of public instruction. Each parent shall file the statement by September 15 of the school year or within two weeks of the beginning of any public school quarter, trimester, or semester with the superintendent of the public school district within which the parent resides;

(2) Ensure that test scores or annual academic progress assessments and immunization records, together with any other records that are kept relating to the instructional and educational activities provided, are forwarded to any other public or private school to which the child transfers. At the time of a transfer to a public school, the superintendent of the local school district in which the child enrolls may require a standardized achievement test to be administered and shall have the authority to determine the appropriate grade and course level placement of the child after consultation with parents and review of the child's records; and

(3) Ensure that a standardized achievement test approved by the state board of education is administered annually to the child by a qualified individual or that an annual assessment of the student's academic progress is written by a certificated person who is currently working in the field of education. The state board of education shall not require these children to meet the student learning goals, master the essential academic learning requirements, to take the assessments, or to obtain a certificate of mastery pursuant to RCW 28A.630.885. The standardized test administered or the annual academic progress assessment written shall be made a part of the child's permanent records. If, as a result of the annual test or assessment, it is determined that the child is not making reasonable progress consistent with his or her age or stage of development, the parent shall make a good faith effort to remedy any deficiency.

Failure of a parent to comply with the duties in this section shall be deemed a failure of such parent's child to attend school without valid justification under RCW 28A.225.020. Parents who do comply with the duties set forth in this section shall be presumed to be providing home-based instruction as set forth in RCW 28A.225.010(4).

PART XII

MISCELLANEOUS

NEW SECTION. Sec. 1201. RCW 28A.630.884 and 1992 c 141 s 201 are each repealed.

Sec. 1202. 1992 c 141 s 509 (uncodified) is amended to read as follows:

Sections ~~((504))~~ 502 through 504, 506, and 507 of this act shall take effect September 1, ~~((1998))~~ 2000. However, these sections shall not take effect if, by September 1, ~~((1998))~~ 2000, a law is enacted stating that a school accountability and academic assessment system is not in place.

NEW SECTION. Sec. 1203. 1992 c 141 s 501 is repealed.

NEW SECTION. Sec. 1204. Part headings as used in this act constitute no part of the law.

--- END ---
p. ESHB 1209.PL

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EXHIBIT B

CERTIFICATION OF ENROLLMENT

SUBSTITUTE SENATE BILL 5418

Chapter 388, Laws of 1999

56th Legislature
1999 Regular Session

K-12 ACCOUNTABILITY

EFFECTIVE DATE: 7/25/99 - Except section 101 which becomes effective on 7/1/99; and sections 502 and 604 which become effective on 5/18/99.

Passed by the Senate April 24, 1999
YEAS 42 NAYS 6

President of the Senate

BRAD OWEN

Passed by the House April 24, 1999

YEAS 95 NAYS 0
CERTIFICATE

I, Tony M. Cook, Secretary of the Senate of the State of Washington, do hereby certify that the attached is SUBSTITUTE SENATE BILL 5418 as passed by the Senate and the House of Representatives on the dates hereon set forth.

Speaker of the

CLYDE BALLARD
House of Representatives
TONY M. COOK

Secretary

Speaker of the
House of Representatives

FRANK CHOFF

Approved May 18, 1999
FILED

May 18, 1999 - 3:20 p.m.

Governor of the State of Washington
Secretary of State

GARY LOCKE

State of Washington

SUBSTITUTE SENATE BILL 5418

AS AMENDED BY THE HOUSE

Passed Legislature - 1999 Regular Session

State of Washington 56th Legislature 1999 Regular Session

By Senate Committee on Education (originally sponsored by Senators McAuliffe, Rasmussen, Patterson and Kohl-Welles; by request of Governor Locke, Superintendent of Public Instruction and Commission on Student Learning)

Read first time 02/24/1999.

AN ACT Relating to K-12 accountability and assistance; amending RCW 28A.630.887, 28A.630.889, 28A.320.205, and 28A.300.130; adding a new chapter to Title 28A RCW; creating new sections; recodifying RCW 28A.320.205, 28A.630.887, 28A.630.889, 28A.630.883, 28A.630.885, 28A.630.945, 28A.630.950, 28A.630.951, 28A.630.952, 28A.630.953, and 28A.630.954; repealing RCW 28A.300.138; repealing 1998 c 225 s 3 (uncodified); repealing 1995 c 209 s 3 (uncodified); repealing 1995 c 209 s 2 and 1992 c 141 s 203 (uncodified); providing an effective date; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

INTENT

NEW SECTION. Sec. 1. INTENT. The legislature finds that the purpose of Washington's accountability system is to improve student learning and student achievement of the essential academic learning requirement standards so that each individual student will be given the opportunity to become a responsible citizen and successfully live, learn, and work in the twenty-first century. To achieve this purpose, the accountability system should be based on student achievement and continuous improvement at all levels of Washington's education system and on a fundamental principle that all public school students have access to curriculum and instruction that is aligned to the standards.

The legislature further finds that the accountability system should rely on local responsibility and leadership. Districts and schools should be expected to improve and be evaluated based on their improvement over time. Districts should recognize exceptional progress and work closely with schools needing assistance.

The legislature further finds that the accountability system must be simple to use and understand. Consequences must be predictable and fair. Differences among students, schools, and districts should be recognized and respected as the system is implemented. There should be a balance of each student's right to privacy and the public's right to know the overall levels of learning and achievement at the school, district, and state levels. In addition, the accountability system should be continuously reviewed and improved as more is learned about how schools operate to meet the learning needs of Washington's students.

PART 1

OVERSIGHT OF THE ACCOUNTABILITY SYSTEM

NEW SECTION. Sec. 101. COMMISSION FORMED AND MEMBERS APPOINTED. (1) The academic achievement and accountability commission is established.

(2) The primary purpose of the commission is to provide oversight of the state's educational accountability system.

(3) The commission shall consist of nine members selected as follows:

(a) One member shall be the superintendent of public instruction or the superintendent's designee; and

(b) Eight members shall be appointed by the governor. Four of the members shall be selected as follows: Each major caucus of the house of representatives and the senate shall submit a list of three names. The lists may not include the names of members of the legislature. The governor shall select a member from each list provided by each caucus. All members appointed by the governor shall be subject to confirmation by the senate.

(4) The governor shall appoint a chair from among the commission members.

(5) Appointees shall be individuals who are supportive of educational improvement, who have a positive record of service, and who will devote sufficient time to the responsibilities of the commission to ensure that the objectives of the commission are achieved. The commission shall be composed of a balance of individuals from within and outside the public education system. The commission shall include educators, business leaders, and parents.

(6) The governor shall appoint its initial commission members by July 1, 1999. The first meeting of the commission shall be convened by the superintendent of public instruction no later than July 30, 1999.

(7) Appointed members shall serve for terms of four years, with the terms expiring on June 30th of the fourth year of the term. However, in the case of the initial members, four members shall serve four-year terms, two members shall serve three-year terms, and two members shall serve two-year terms, with each of the terms expiring on June 30th of the applicable year. Appointees may be reappointed to serve more than one term.

(8) The governor shall fill any vacancy in appointments that may occur. When filling a vacancy of a member nominated by a major caucus of the legislature, the governor shall select the new member from a list of three names submitted by the same caucus that provided the list from which the retiring member was appointed.

NEW SECTION. Sec. 102. COMMISSION'S POWERS AND DUTIES. The powers and duties of the academic achievement and accountability commission shall include, but are not limited to the following:

(1) For purposes of state-wide accountability, the commission shall:

(a) Adopt and revise performance improvement goals in reading, writing, science, and mathematics by subject and grade level as the commission deems appropriate to improve student learning, once assessments in these subjects are required state-wide. The goals shall be in addition to any goals adopted in RCW 28A.630.887 (as recodified by this act). The commission may also revise any goal adopted in RCW 28A.630.887 (as recodified by this act). The commission shall adopt the goals by rule. However, before each goal is implemented, the commission shall present the goal to the education committees of the house of representatives and the senate for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature;

(b) Identify the scores students must achieve in order to meet the standard on the Washington assessment of student learning and determine student scores that identify levels of student performance below and beyond the standard. The commission shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose;

(c) Adopt objective, systematic criteria to identify successful schools and school districts and recommend to the superintendent of public instruction schools and districts to be recognized for two types of accomplishments, student achievement and

improvements in student achievement. Recognition for improvements in student achievement shall include consideration of one or more of the following accomplishments:

(i) An increase in the percent of students meeting standards. The level of achievement required for recognition may be based on the achievement goals established by the legislature under RCW 28A.630.887 (as recodified by this act) and the commission under (a) of this subsection;

(ii) Positive progress on an improvement index that measures improvement in all levels of the assessment; and

(iii) Improvements despite challenges such as high levels of mobility, poverty, English as a second language learners, and large numbers of students in special populations as measured by either the percent of students meeting the standard, or the improvement index.

When determining the baseline year or years for recognizing individual schools, the commission may use the assessment results from the initial years the assessments were administered, if doing so with individual schools would be appropriate;

(d) Adopt objective, systematic criteria to identify schools and school districts in need of assistance and those in which significant numbers of students persistently fail to meet state standards. In its deliberations, the commission shall consider the use of all state-wide mandated criterion-referenced and norm-referenced standardized tests;

(e) Identify schools and school districts in which state intervention measures will be needed and a range of appropriate intervention strategies, beginning no earlier than June 30, 2001, and after the legislature has authorized a set of intervention strategies. Beginning no earlier than June 30, 2001, and after the legislature has authorized a set of intervention strategies, at the request of the commission, the superintendent shall intervene in the school or school district and take corrective actions. This chapter does not provide additional authority for the commission or the superintendent of public instruction to intervene in a school or school district;

(f) Identify performance incentive systems that have improved or have the potential to improve student achievement;

(g) Annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students, and a recommendation to the superintendent of public instruction of any improvements needed to the system;

(h) Annually report by December 1st to the legislature, the governor, the superintendent of public instruction, and the state board of education on the progress, findings, and recommendations of the commission. The report may include recommendations of actions to help improve student achievement;

(i) By December 1, 2000, and by December 1st annually thereafter, report to the education committees of the house of representatives and the senate on the progress that has been made in achieving the reading goal under RCW 28A.630.887 (as recodified by this act) and any additional goals adopted by the commission;

(j) Coordinate its activities with the state board of education and the office of the superintendent of public instruction;

(k) Seek advice from the public and all interested educational organizations in the conduct of its work; and

(1) Establish advisory committees, which may include persons who are not members of the commission;

(2) Holding meetings and public hearings, which may include regional meetings and hearings;

(3) Hiring necessary staff and determining the staff's duties and compensation. However, the office of the superintendent of public instruction shall provide staff support to the commission until the commission has hired its own staff, and shall provide most of the technical assistance and logistical support needed by the commission thereafter. The office of the superintendent of public instruction shall be the fiscal agent for the commission. The commission may direct the office of the superintendent of public instruction to enter into subcontracts, within the commission's resources, with school districts, teachers, higher education faculty, state agencies, business organizations, and other individuals and organizations to assist the commission in its deliberations; and

(4) Receiving per diem and travel allowances as permitted under RCW 43.03.050 and 43.03.060.

NEW SECTION. Sec. 103. COMMISSION'S REPORT ON ACCOUNTABILITY POLICIES. By September 5, 2000, the academic achievement and accountability commission shall recommend accountability policies to the governor, the superintendent of public instruction, and the education and fiscal committees of the house of representatives and senate. The policies shall include, but need not be limited to:

(1) A graduated series of increasingly intensive state intervention strategies for schools and school districts in which low-performance persists over an identified period of time.

(a) The strategies shall be formulated in accordance with the assumption that school districts have primary responsibility for intervening in schools with relatively large numbers of students who are not achieving the essential academic learning requirements.

(b) The strategies shall be formulated in accordance with the assumption that continued low performance despite school district efforts shall trigger an evaluation by the commission. The evaluation is intended to identify the next steps needed to improve student performance. In its evaluation, the commission shall use multiple sources of information that may include, but need not be limited to:

- (i) The results of the Washington assessment of student learning;
- (ii) The results of state-mandated norm-referenced standardized tests;
- (iii) Student achievement evidence from other district or school assessments;
- (iv) The level of improvement in student achievement over time;
- (v) Student mobility and poverty;
- (vi) Attendance and dropout rates;
- (vii) Graduation rates and posthigh school indicators;
- (viii) The percent of students in special programs; and
- (ix) Other factors presented by individual districts or schools.

(c) In its deliberations, the commission shall consider issues of due process, student dropout rates, management and personnel, and educational options, including public school choice options, for students attending schools in which the state has intervened. The commission may consider intervention strategies underway in Washington and other states;

- (2) Additional assistance measures for students and schools;
- (3) Rewards for successful schools and school districts; and
- (4) Any statutory changes necessary to give the superintendent of public instruction the authority to implement, in a school or school district, the state intervention strategies identified in subsection (1) of this section.

PART 2

ACCOUNTABILITY GOALS, INCLUDING GOALS IN READING AND MATHEMATICS

Sec. 201. RCW 28A.630.887 and 1998 c 319 s 101 are each amended to read as follows:

(1) ~~((By December 15, 1998,))~~ Each school district board of directors shall:

(a) Select the reading standard results on either the 1997 or 1998 fourth grade Washington assessment of student learning as the school district's initial baseline reading standard. Districts may select the 1997 results only if all of the elementary schools with fourth grade students administered the assessment;

(b) By December 15, 2001, select the mathematics standard results on the 1998, 1999, or 2000 fourth grade Washington assessment of student learning as the school district's fourth grade baseline mathematics standard, using for its baseline a year in which all of the elementary schools with fourth grade students administered the assessment;

(c) Establish ((a)) three-year, district-wide goals to increase, by the end of the 2000-01 school year, the percentage of students who meet or exceed the reading standard, and by the 2003-04 school year, the percentage of students who meet or exceed the mathematics standard on the fourth grade Washington assessment of student learning. The three-year percentage increase goal in each subject may not be less than the district's total percentage of students who did not meet the baseline ((reading)) standard in each subject multiplied by twenty-five percent;

((+e+)) (d) Specify the annual district-wide percentage improvement increments to meet the ((three-year)) goals; and

((+d+)) (e) Direct each elementary school to establish ((a)) three-year goals for its fourth grade students, subject to approval by the board. The aggregate of the elementary school goals must meet or exceed the district-wide goals established by the board.

(2) ~~((Each school district board of directors shall:~~

~~(a) Report biannually to parents in writing and to the community in a public meeting the following information:~~

~~(i) District wide and school level three year goals;~~

~~(ii) Student performance relative to the goals; and~~

~~(iii) District wide and school level plans to achieve the reading goal in kindergarten through fourth grade, including grade level expectations, curriculum and instruction, parental or guardian involvement, and resources available to parents and guardians to help students meet the reading standard;~~

~~(b) Report annually to the superintendent of public instruction and in a news release to the local media the district's progress toward meeting the district-wide and school-level goals; and~~

~~(c) Include the reported information in each school's annual school performance report under RCW 28A.320.205.~~

~~(3) By December 1, 2000, the superintendent of public instruction shall report to the education committee of the house of representatives and the senate on the progress that has been made in achieving the three-year reading goal, and provide recommendations to the legislature on setting reading goals for the next three years.~~

~~(4) This section expires July 1, 2006.)~~ By December 15, 2001, each school district board of directors shall:

(a) Select the mathematics standard results on the 1998, 1999, 2000, or 2001 seventh grade Washington assessment of student learning as the school district's seventh grade baseline mathematics standard;

(b) Establish a three-year district-wide goal to increase, by the end of the 2003-04 school year, the percentage of students who meet or exceed the mathematics standard, on the seventh grade Washington assessment of student learning. The district shall select for its baseline a year in which all of the schools with seventh grade students administered the assessment. The percentage increase goal may not be less than the district's total percentage of students who did not meet the baseline standard in mathematics multiplied by twenty-five percent;

(c) Specify the annual district-wide percentage improvement increments necessary to meet the goal; and

(d) Direct each middle or junior high school, as appropriate, to establish a mathematics goal for its seventh grade students, subject to approval by the board. The aggregate of the middle or junior high school goals must meet or exceed the district-wide goals established by the board in each subject.

(3) Schools and school districts in which ten or fewer students are eligible to be assessed in a grade level are not required to establish numerical improvement goals and performance relative to the goals.

PART 3

REPORTING RESULTS

Sec. 301. RCW 28A.630.889 and 1998 c 319 s 301 are each amended to read as follows:

(1) By September 10, 1998, and by September 10th each year thereafter, the superintendent of public instruction shall (+

~~(a))~~ report to schools, school districts, and the legislature on the results of the ~~((fourth-grade))~~ Washington assessment of student learning ~~((+and~~

~~((a) Post individual school results of the fourth grade Washington assessment of student learning on the superintendent of public instruction's internet world wide web site))~~ and state-mandated norm-referenced standardized tests.

(2) The reports shall include the assessment results by school and school district, and include changes over time. For the Washington assessment of student learning, results shall be reported as follows:

(a) The percentage of students meeting the standards;

(b) The percentage of students performing at each level of the assessment; and

(c) A learning improvement index that shows changes in student performance within the different levels of student learning reported on the Washington assessment of student learning.

(3) The reports shall contain data regarding the different characteristics of schools, such as poverty levels, percent of English as a second language students, dropout rates, attendance, percent of students in special education, and student mobility so that districts and schools can learn from the improvement efforts of other schools and districts with similar characteristics.

(4) The reports shall contain student scores on mandated tests by comparable Washington schools of similar characteristics.

(5) The reports shall contain information on public school choice options available to students, including vocational education.

(6) The reports shall be posted on the superintendent of public instruction's internet web site.

(7) To protect the privacy of students, the results of schools and districts that test fewer than ten students in a grade level shall not be reported. In addition, in order to ensure that results are reported accurately, the superintendent of public instruction shall maintain the confidentiality of state-wide data files until the superintendent determines that the data are complete and accurate.

(8) The superintendent of public instruction shall monitor the percentage and number of special education and limited English-proficient students exempted from taking the assessments by schools and school districts to ensure the exemptions are in compliance with exemption guidelines.

~~((2) This section expires July 1, 2006.))~~

NEW SECTION. Sec. 302. SCHOOL DISTRICT REPORTS ON PROGRESS TOWARD PERFORMANCE GOALS. Each school district board of directors shall:

(1) (a) Annually report to parents and to the community in a public meeting and annually report in writing the following information:

(i) District-wide and school-level performance improvement goals;

(ii) Student performance relative to the goals; and

(iii) District-wide and school-level plans to achieve the goals, including curriculum and instruction, parental or guardian involvement, and resources available to parents and guardians to help students meet the state standards;

(b) Report annually in a news release to the local media the district's progress toward meeting the district-wide and school-level goals; and

(c) Include the school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals in each school's annual school performance report under RCW 28A.320.205 (as recodified by this act).

(2) School districts in which ten or fewer students in the district or in a school in the district are eligible to be assessed in a grade level are not required to report numerical improvement goals and performance relative to the goals, but are required to report to parents and the community their plans to improve student achievement.

Sec. 303. RCW 28A.320.205 and 1993 c 336 s 1006 are each amended to read as follows:

(1) Beginning with the 1994-95 school year, to provide the local community and electorate with access to information on the educational programs in the schools in the district, each school shall publish annually a school performance report and deliver the report to each parent with children enrolled in the school and make the report available to the community served by the school. The annual performance report shall be in a form that can be easily understood and be used by parents, guardians, and other members of the community who are not professional educators to make informed educational decisions. As data from the assessments in RCW 28A.630.685 (as recodified by this act) becomes available, the annual performance report should enable parents, educators, and school board members to determine whether students in the district's schools are attaining mastery of the student learning goals under RCW 28A.150.210, and other important facts about the schools' performance in assisting students to learn. The annual report shall make comparisons to a school's performance in preceding years and shall ~~((project goals in performance categories))~~ include school level goals under

RCW 28A.630.887 (as recodified by this act), student performance relative to the goals and the percentage of students performing at each level of the assessment, a comparison of student performance at each level of the assessment to the previous year's performance, and information regarding school-level plans to achieve the goals.

(2) The annual performance report shall include, but not be limited to: (a) A brief statement of the mission of the school and the school district; (b) enrollment statistics including student demographics; (c) expenditures per pupil for the school year; (d) a summary of student scores on all mandated tests; (e) a concise annual budget report; (f) student attendance, graduation, and dropout rates; (g) information regarding the use and condition of the school building or buildings; (h) a brief description of the ~~((restructuring))~~ learning improvement plans for the school; and (i) an invitation to all parents and citizens to participate in school activities.

(3) The superintendent of public instruction shall develop by June 30, 1994, and update periodically, a model report form, which shall also be adapted for computers, that schools may use to meet the requirements of subsections (1) and (2) of this section. In order to make school performance reports broadly accessible to the public, the superintendent of public instruction, to the extent feasible, shall make information on each school's report available on or through the superintendent's internet web site.

PART 4

ASSISTANCE FOR SCHOOLS AND DISTRICTS

Sec. 401. RCW 28A.300.130 and 1996 c 273 s 5 are each amended to read as follows:

(1) Expanding activity in educational research, educational restructuring, and educational improvement initiatives has produced and continues to produce much valuable information. The legislature finds that such information should be shared with the citizens and educational community of the state as widely as possible. To facilitate access to information and materials on educational improvement and research, the superintendent of public instruction, to the extent funds are appropriated, shall establish the center for the improvement of student learning. The primary purpose of the center is to provide assistance and advice to parents, school board members, educators, and the public regarding strategies for assisting students in learning the essential academic learning requirements pursuant to RCW 28A.630.885. The center shall work in conjunction with the academic achievement and accountability

commission (~~on-student-learning~~), educational service districts, (~~and~~) institutions of higher education, and education, parent, community, and business organizations.

(2) The center, in conjunction with other staff in the office of the superintendent of public instruction, shall:

(a) Serve as a clearinghouse for the completed work and activities of the academic achievement and accountability commission (~~on-student-learning~~);

(b) Serve as a clearinghouse for information regarding successful educational (~~restructuring~~) improvement and parental involvement programs in schools and districts, and information about efforts within institutions of higher education in the state to support educational (~~restructuring~~) improvement initiatives in Washington schools and districts;

(c) Provide best practices research and advice that can be used to help schools develop and implement: Programs and practices to improve (~~reading~~) instruction of the essential academic learning requirements under section 701 of this act; systems to analyze student assessment data, with an emphasis on systems that will combine the use of state and local data to monitor the academic progress of each and every student in the school district; (~~school~~) comprehensive, school-wide improvement plans; school-based shared decision-making models; programs to promote lifelong learning and community involvement in education; school-to-work transition programs; programs to meet the needs of highly capable students; programs and practices to meet the diverse needs of students based on gender, racial, ethnic, economic, and special needs status; research, information, and technology systems; and other programs and practices that will assist educators in helping students learn the essential academic learning requirements;

(d) Develop and distribute, in conjunction with the academic achievement and accountability commission (~~on-student-learning~~), parental involvement materials, including instructional guides developed to inform parents of the essential academic learning requirements. The instructional guides also shall contain actions parents may take to assist their children in meeting the requirements, and should focus on reaching parents who have not previously been involved with their children's education;

(e) Identify obstacles to greater parent and community involvement in school shared decision-making processes and recommend strategies for helping parents and community members to participate effectively in school shared decision-making

processes, including understanding and respecting the roles of school building administrators and staff;

(f) Develop and maintain an internet web site to increase the availability of information, research, and other materials;

(g) Take other actions to increase public awareness of the importance of parental and community involvement in education;

~~((4+))~~ (h) Work with appropriate organizations to inform teachers, district and school administrators, and school directors about the waivers available (~~(under RCW 28A.305.140)~~) and the broadened school board powers under RCW 28A.320.015;

~~((4+))~~ (i) Provide training and consultation services, including conducting regional summer institutes;

~~((4+))~~ (j) Address methods for improving the success rates of certain ethnic and racial student groups; and

~~((4+))~~ (k) Perform other functions consistent with the purpose of the center as prescribed in subsection (1) of this section.

(3) The superintendent of public instruction, after consultation with the academic achievement and accountability commission (~~(on-student-learning)~~), shall select and employ a director for the center.

(4) The superintendent may enter into contracts with individuals or organizations including but not limited to: School districts; educational service districts; educational organizations; teachers; higher education faculty; institutions of higher education; state agencies; business or community-based organizations; and other individuals and organizations to accomplish the duties and responsibilities of the center. (~~(The superintendent shall contract out with community-based organizations to meet the provisions of subsection (2) (d) and (e) of this section.)~~) In carrying out the duties and responsibilities of the center, the superintendent, whenever possible, shall use practitioners to assist agency staff as well as assist educators and others in schools and districts.

~~((5) The superintendent shall report annually to the commission on student learning on the activities of the center.)~~

NEW SECTION. Sec. 402. ACCOUNTABILITY IMPLEMENTATION FUNDS. (1) To the extent funds are appropriated, the office of the superintendent of public instruction annually shall allocate accountability implementation funds to school districts. The purposes of the funds are to: Develop and update student learning improvement plans; implement curriculum materials and instructional strategies; provide staff

professional development to implement the selected curricula and instruction; develop and implement assessment strategies and training in assessment scoring; and fund other activities intended to improve student learning for all students, including students with diverse needs. Activities funded by the allocations must be consistent with the school or district improvement plan, designed to improve the ability of teachers and other instructional certificated and classified staff to assist students in meeting the essential academic learning requirements, and designed to achieve state and local accountability goals. Activities funded by the allocations shall be designed to protect the teachers' instructional time with students and minimize the use of substitute teachers.

(2) Schools receiving funds shall develop, update as needed, and keep on file a school student learning improvement plan to achieve the student learning goals and essential academic learning requirements and to implement the assessment system as it is developed. The plan shall delineate how the accountability implementation funds will be used to accomplish the requirements of this section. The plan shall be made available to the public and to others upon request.

(3) The amount of allocations shall be determined in the omnibus appropriations act.

(4) The state schools for the deaf and blind are eligible to receive allocations under this section.

(5) The superintendent of public instruction may adopt timelines and rules as necessary under chapter 34.05 RCW to administer the program, and require that schools and districts submit reports regarding the use of the funds.

NEW SECTION. Sec. 403. HELPING CORPS. (1) In order to increase the availability and quality of technical assistance state-wide, the superintendent of public instruction, subject to available funding, may employ school improvement coordinators and school improvement specialists to provide assistance to schools and districts. The improvement specialists shall serve on a rotating basis and shall not be permanent employees.

(2) The types of assistance provided by the improvement coordinators and specialists may include, but need not be limited to:

(a) Assistance to schools to use student performance data and develop improvement plans based on those data;

(b) Consultation with schools and districts concerning their performance on the Washington assessment of student learning and other assessments;

(c) Consultation concerning curricula that aligns with the essential academic learning requirements and the Washington assessment of student learning and that meets the needs of diverse learners;

(d) Assistance in the identification and implementation of research-based instructional practices;

(e) Staff training that emphasizes effective instructional strategies and classroom-based assessment;

(f) Assistance in developing and implementing family and community involvement programs; and

(g) Other assistance to schools and school districts intended to improve student learning.

PART 5

TRANSFER OF DUTIES AND MATERIALS

NEW SECTION. Sec. 501. SUPERINTENDENT OF PUBLIC INSTRUCTION'S DUTIES FOR STANDARDS AND ASSESSMENTS. (1) The superintendent of public instruction shall identify the knowledge and skills all public school students need to know and be able to do based on the student learning goals in RCW 28A.150.210, develop student assessments, and implement the accountability recommendations and requests regarding assistance, rewards, and recognition of the academic achievement and accountability commission.

(2) The superintendent of public instruction shall periodically revise the essential academic learning requirements, as needed, based on the student learning goals in RCW 28A.150.210. Goals one and two shall be considered primary. To the maximum extent possible, the superintendent shall integrate goal four and the knowledge and skill areas in the other goals in the essential academic learning requirements.

(3) In consultation with the academic achievement and accountability commission, the superintendent of public instruction shall maintain and continue to develop and revise a state-wide academic assessment system for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements identified in subsection (1) of this section. The academic assessment system shall include a variety of assessment methods, including criterion-referenced and performance-based measures.

(4) The assessment system shall be designed so that the results under the assessment system are used by educators as tools to evaluate instructional practices, and to initiate appropriate educational support for students who have not mastered the essential academic learning requirements at the appropriate periods in the student's educational development.

(5) To the maximum extent possible, the superintendent shall integrate knowledge and skill areas in development of the assessments.

(6) Assessments for goals three and four of RCW 28A.150.210 shall be integrated in the essential academic learning requirements and assessments for goals one and two.

(7) The superintendent shall develop assessments that are directly related to the essential academic learning requirements, and are not biased toward persons with different learning styles, racial or ethnic backgrounds, or on the basis of gender.

(8) The superintendent shall consider methods to address the unique needs of special education students when developing the assessments under this section.

(9) The superintendent shall consider methods to address the unique needs of highly capable students when developing the assessments under this section.

NEW SECTION. Sec. 502. COMMISSION ON STUDENT LEARNING--TRANSFER OF POWERS.

(1) Beginning July 1, 1999, the powers, duties, and functions of the commission on student learning are transferred to the academic achievement and accountability commission or to the superintendent of public instruction as appropriate under the transfer of duties made from the commission on student learning to the academic achievement and accountability commission or the superintendent of public instruction under this act. All references to the commission on student learning in the Revised Code of Washington shall be construed to mean the academic achievement and accountability commission when addressing the duties, activities, or functions regarding the accountability system under this act. All references to the commission on student learning in the Revised Code of Washington shall be construed to mean the superintendent of public instruction when addressing the duties, activities, or functions regarding the essential academic learning requirements, the standards, or the assessments addressed under this act.

(2) All reports, documents, surveys, books, records, files, papers, or written material in the possession of the commission on student learning shall be delivered to the custody of the academic achievement and accountability commission or the superintendent of public instruction, as appropriate. All cabinets, furniture, office equipment, motor vehicles, and other tangible property employed by the commission on

student learning shall be made available to the academic achievement and accountability commission or the superintendent of public instruction, as appropriate.

(3) The transfer of the powers, duties, functions, and personnel of the commission on student learning shall not affect the validity of any act performed before the effective date of this section.

PART 6

MISCELLANEOUS

NEW SECTION. Sec. 601. ANALYSIS OF FOURTH GRADE MATHEMATICS ASSESSMENT. By August 1, 2000, the superintendent of public instruction shall complete an objective analysis of the fourth grade mathematics assessment. The analysis shall include, but need not be limited to, the student developmental level required to achieve the fourth grade standard successfully and the extent to which the assessment measures a student's computational skills, problem-solving skills, math communications skills, and a breakdown of other skills assessed. The analysis shall include the percentage of items that: Require students to use computational skills without the use of technology; require the use of technology to complete an item; measure mathematics communication skills; measure problem-solving skills; and measure other skills included in the mathematics assessment. The superintendent of public instruction shall consult recognized experts with differing views on the instruction of mathematics, and report the results of the analysis to the governor and the education committees of the house of representatives and the senate by August 15, 2000.

NEW SECTION. Sec. 602. CONSOLIDATED PLANNING. The superintendent of public instruction, in consultation with school district personnel, shall consolidate and streamline the planning, application, and reporting requirements for major state and federal categorical and grant programs. The superintendent also shall take actions to increase the use of online electronic applications and reporting.

NEW SECTION. Sec. 603. SLIGS REPEALED. RCW 28A.300.138 (Student learning improvement grants) and 1994 c 245 s 1 & 1993 c 336 s 301 are each repealed.

NEW SECTION. Sec. 604. REPEALERS. The following acts or parts of acts are each repealed:

- (1) 1998 c 225 s 3 (uncodified);
- (2) 1995 c 209 s 3 (uncodified); and

(3) 1995 c 209 s 2 & 1992 c 141 s 203 (uncodified).

NEW SECTION. Sec. 605. PART HEADINGS AND SECTION CAPTIONS NOT LAW. Part headings and section captions used in this act are not any part of the law.

NEW SECTION. Sec. 606. NEW ACCOUNTABILITY CHAPTER CREATED. Sections 101 through 103, 302, 402, 403, 501, 502, and 602 of this act constitute a new chapter in Title 26A RCW.

NEW SECTION. Sec. 607. RECODIFICATIONS. The following sections are each recodified as new sections in the chapter created in section 606 of this act:

RCW 28A.320.205

RCW 28A.630.887

RCW 28A.630.889

RCW 28A.630.883

RCW 28A.630.885

RCW 28A.630.945

RCW 28A.630.950

RCW 28A.630.951

RCW 28A.630.952

RCW 28A.630.953

RCW 28A.630.954

NEW SECTION. Sec. 608. EMERGENCY CLAUSE. (1) Section 101 of this act is necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and takes effect July 1, 1999.

(2) Sections 502 and 604 of this act are necessary for the immediate preservation of the public peace, health, or safety, or support of the state government and its existing public institutions, and take effect immediately.

NEW SECTION. Sec. 609. SEVERABILITY CLAUSE. If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected.

Passed the Senate April 24, 1999.

Passed the House April 24, 1999.

Approved by the Governor May 18, 1999.

Filed in Office of Secretary of State May 18, 1999.

p. SSB 5418.SL

SSB 5418.SL p.

BULKY SUB

CASE# 07-2-02323-2SEA

SEGMENT 2 OF 2

EXHIBIT C

WASL Washington State

Trend Search: School District

>Washington State

Office of Superintendent of Public Instruction OSPI Web site

Superintendent Dr. Terry Bergeson
 (360) 725-6000

Old Capitol Building 600 South Washington Olyn

WASL Trend

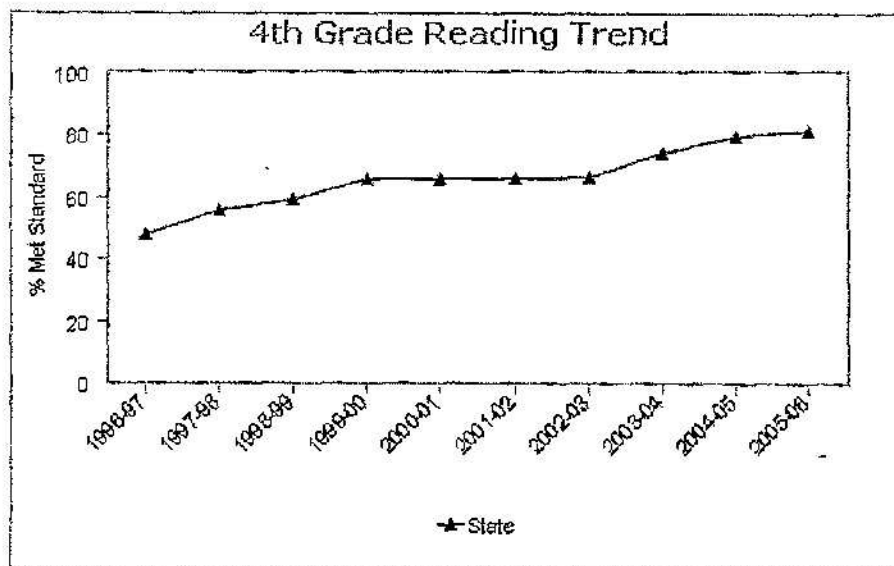
This displays student performance information for the Washington Assessment of Student Learning (WASL).

Select a category of students: 4th All

Line Chart

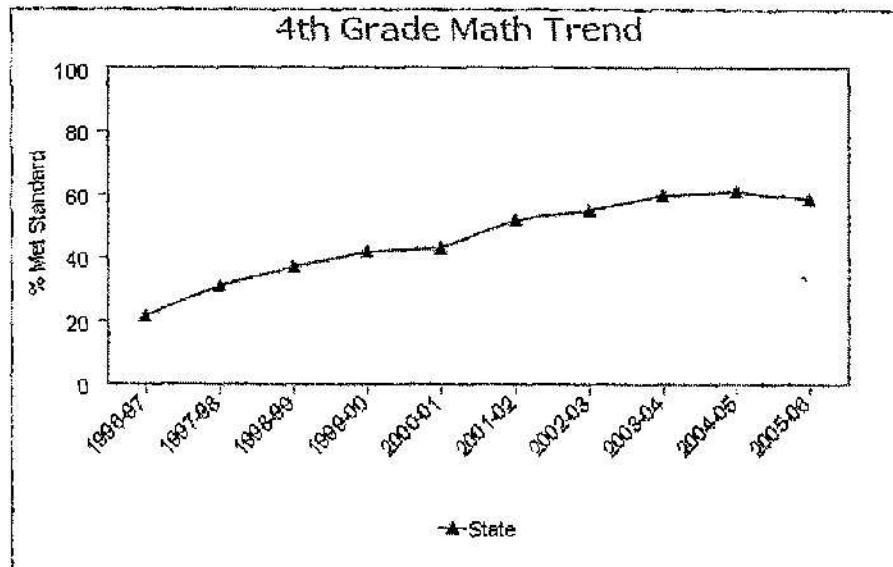
4th Grade Reading

Year	State
1996-97	47.9%
1997-98	55.6%
1998-99	59.1%
1999-00	65.8%
2000-01	66.1%
2001-02	65.6%
2002-03	66.7%
2003-04	74.4%
2004-05	79.5%
2005-06	81.2%



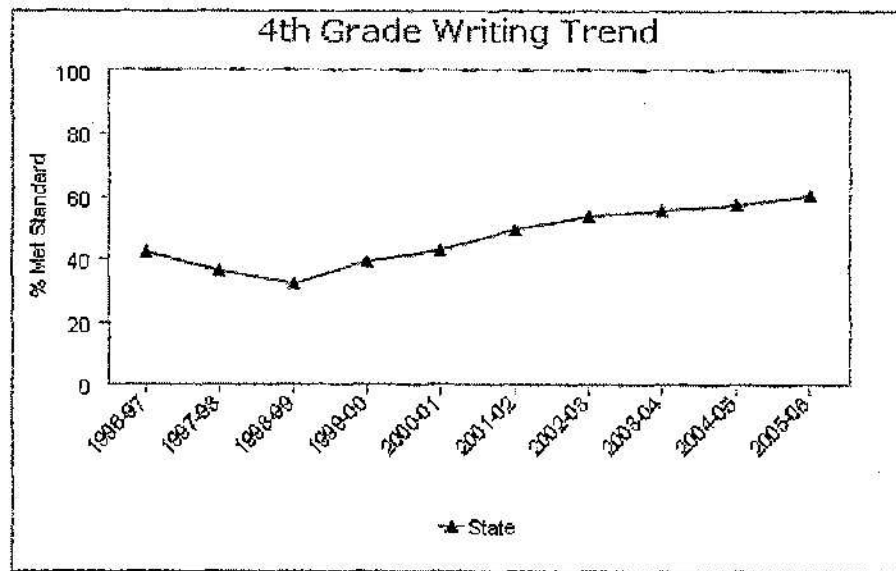
4th Grade Math

Year	State
1996-97	21.4%
1997-98	31.2%
1998-99	37.3%
1999-00	41.8%
2000-01	43.4%
2001-02	51.8%
2002-03	55.2%
2003-04	59.9%
2004-05	60.8%
2005-06	58.9%



4th Grade Writing

Year	State
1996-97	42.8%
1997-98	36.7%
1998-99	32.6%
1999-00	39.4%
2000-01	43.3%
2001-02	49.5%
2002-03	53.6%
2003-04	55.8%
2004-05	57.7%
2005-06	60.4%



Results with fewer than 10 students are not shown. Results not shown may also indicate data not available.

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WASL Washington State

Trend Search: School District

>Washington State

Office of Superintendent of Public Instruction OSPI Web site

Superintendent Dr. Terry Bergeson
 (360) 725-6000

Old Capitol Building 600 South Washington Olyn

WASL Trend

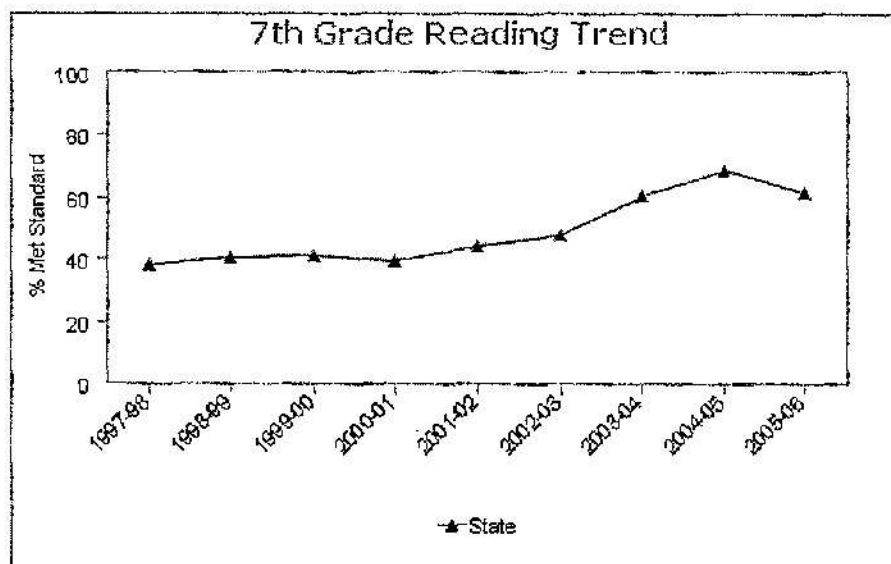
This displays student performance information for the Washington Assessment of Student Learning (WASL).

Select a category of students: 7th All

Line Chart

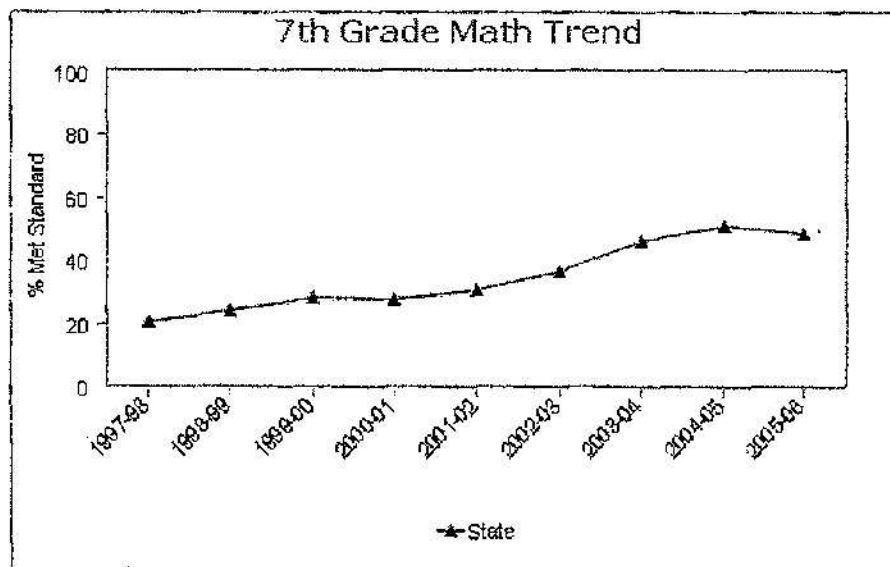
7th Grade Reading

Year	State
1997-98	38.4%
1998-99	40.8%
1999-00	41.5%
2000-01	39.8%
2001-02	44.5%
2002-03	47.9%
2003-04	60.4%
2004-05	69.0%
2005-06	61.5%



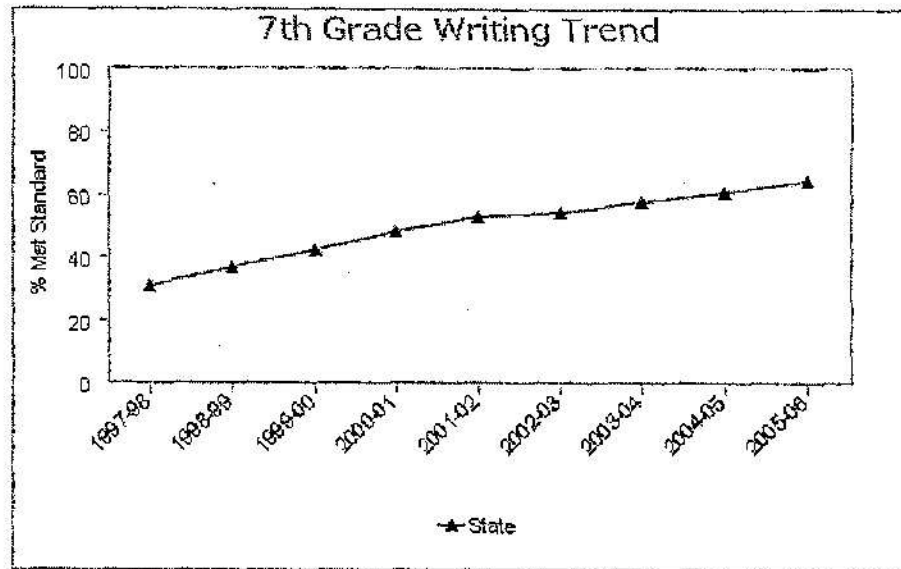
7th Grade Math

Year	State
1997-98	20.1%
1998-99	24.2%
1999-00	28.2%
2000-01	27.4%
2001-02	30.4%
2002-03	36.8%
2003-04	46.3%
2004-05	50.8%
2005-06	48.5%



7th Grade Writing

Year	State
1997-98	31.3%
1998-99	37.1%
1999-00	42.6%
2000-01	48.5%
2001-02	53.0%
2002-03	54.7%
2003-04	57.9%
2004-05	61.2%
2005-06	64.6%



Results with fewer than 10 students are not shown. Results not shown may also indicate data not available.

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Office of Superintendent of Public Instruction

Superintendent Dr. Terry Bergeson
(360) 725-6000

OSPI Web site

Old Capitol Building 600 South Washington Olympia 98504

WASL Trend

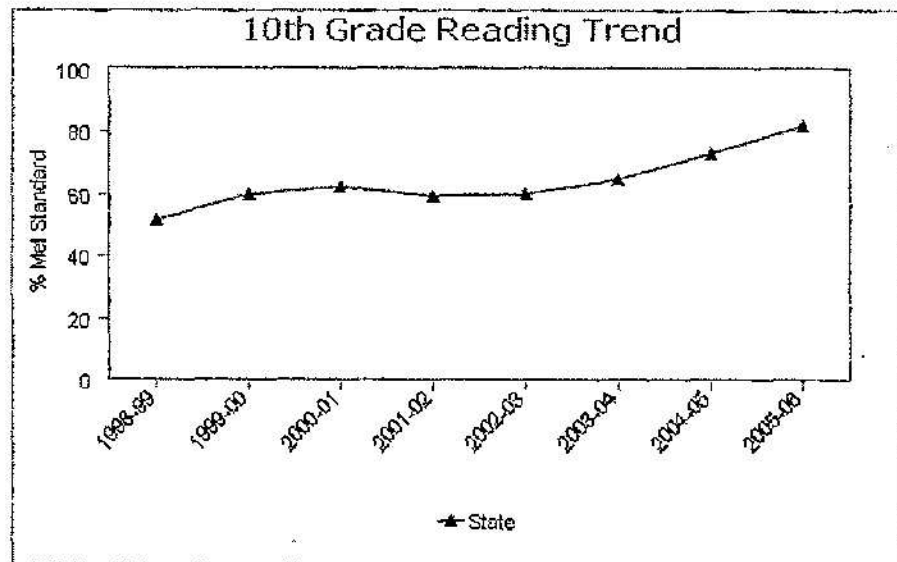
This displays student performance information for the Washington Assessment of Student Learning (WASL).

Select a category of students: 10th All

Line Chart

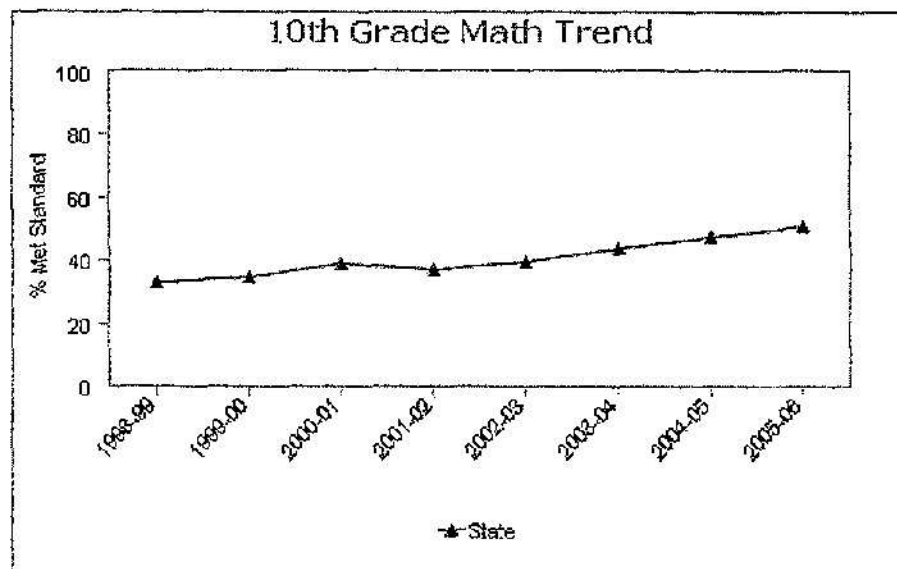
10th Grade Reading

Year	State
1998-99	51.4%
1999-00	59.8%
2000-01	62.4%
2001-02	59.2%
2002-03	60.0%
2003-04	64.5%
2004-05	72.9%
2005-06	82.0%



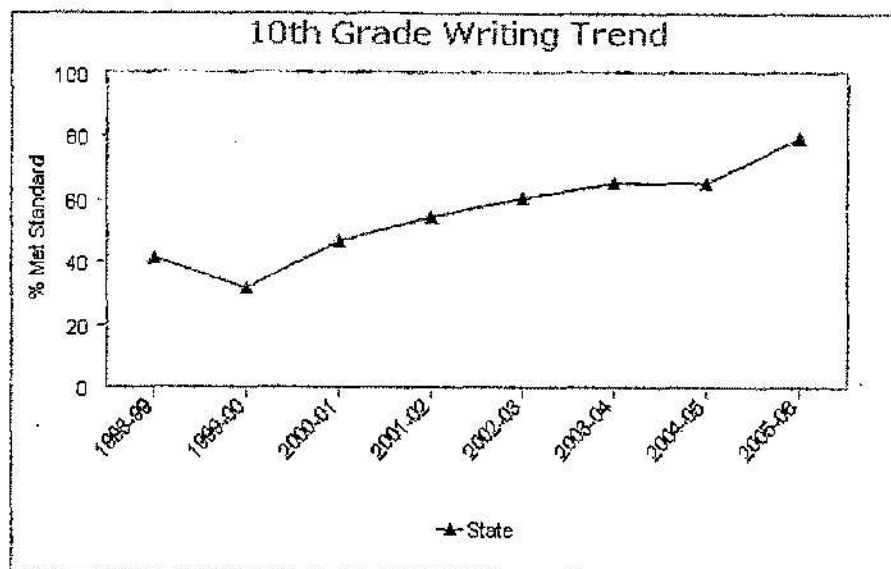
10th Grade Math

Year	State
1998-99	33.0%
1999-00	35.0%
2000-01	38.9%
2001-02	37.3%
2002-03	39.4%
2003-04	43.9%
2004-05	47.5%
2005-06	51.0%



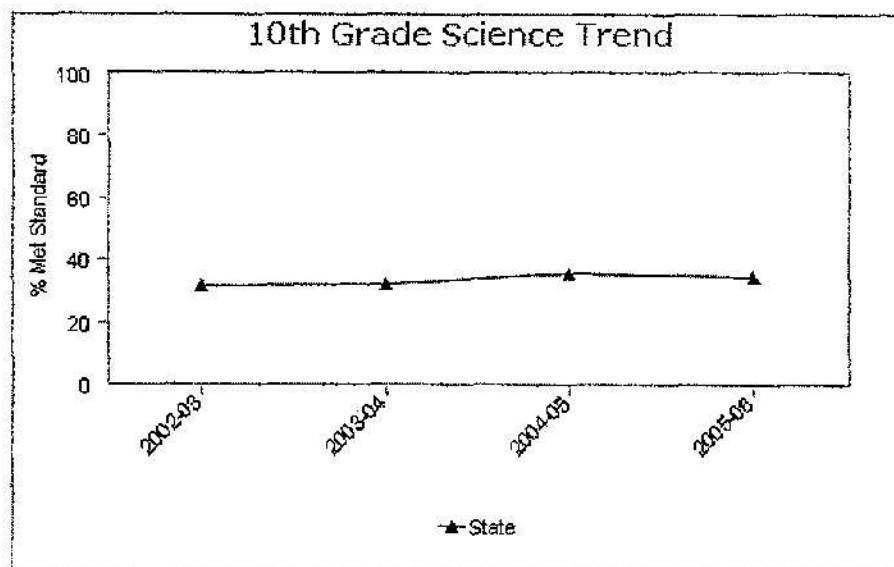
10th Grade Writing

Year	State
1998-99	41.1%
1999-00	31.7%
2000-01	46.9%
2001-02	54.3%
2002-03	60.5%
2003-04	65.2%
2004-05	65.2%
2005-06	79.8%



10th Grade Science

Year	State
2002-03	31.8%
2003-04	32.2%
2004-05	35.8%
2005-06	35.0%



Results with fewer than 10 students are not shown. Results not shown may also indicate data not available.

EXHIBIT D

CERTIFICATION OF ENROLLMENT
ENGROSSED SUBSTITUTE SENATE BILL 6023

Chapter 354, Laws of 2007
(partial veto)

60th Legislature
2007 Regular Session

WASHINGTON ASSESSMENT OF STUDENT LEARNING

EFFECTIVE DATE: 07/22/07

Passed by the Senate April 22, 2007
YEAS 30 NAYS 18

BRAD OWEN

President of the Senate

Passed by the House April 22, 2007
YEAS 56 NAYS 41

FRANK CHOPP

Speaker of the House of Representatives

CERTIFICATE

I, Thomas Hoemann, Secretary of the Senate of the State of Washington, do hereby certify that the attached is ENGROSSED SUBSTITUTE SENATE BILL 6023 as passed by the Senate and the House of Representatives on the dates hereon set forth.

THOMAS HOEMANN

Secretary

Approved May 8, 2007, 2:51 p.m., with the exception of sections 9, 10, 11 and 13 which are vetoed.

FILED

May 10, 2007

CHRISTINE GREGOIRE

Governor of the State of Washington

Secretary of State
State of Washington

ENGROSSED SUBSTITUTE SENATE BILL 6023

AS AMENDED BY THE HOUSE

Passed Legislature - 2007 Regular Session

State of Washington 60th Legislature 2007 Regular Session

By Senate Committee on Early Learning & K-12 Education (originally
sponsored by Senators McAuliffe and Rasmussen)

READ FIRST TIME 02/28/07.

1 AN ACT Relating to the Washington assessment of student learning;
2 amending RCW 28A.655.061, 28A.155.045, 28A.655.070, 28A.655.065,
3 28A.655.063, and 28A.655.200; adding new sections to chapter 28A.655
4 RCW; creating new sections; providing expiration dates; and declaring
5 an emergency.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. Sec. 1. (1) The legislature maintains a strong
8 commitment to high expectations and high academic achievement for all
9 students. The legislature finds that Washington schools and students
10 are making significant progress in improving achievement in reading and
11 writing. Schools are adapting instruction and providing remediation
12 for students who need additional assistance. Reading and writing are
13 being taught across the curriculum. Therefore, the legislature does
14 not intend to make changes to the Washington assessment of student
15 learning or high school graduation requirements in reading and writing.

16 (2) However, students are having difficulty improving their
17 academic achievement in mathematics and science, particularly as
18 measured by the high school Washington assessment of student learning.
19 The legislature finds that corrections are needed in the state's high

1 school assessment system that will improve alignment between learning
2 standards, instruction, diagnosis, and assessment of students'
3 knowledge and skills in high school mathematics and science. The
4 legislature further finds there is a sense of urgency to make these
5 corrections and intends to revise high school graduation requirements
6 in mathematics and science only for the minimum period for corrections
7 to be fully implemented.

8 **Sec. 2.** RCW 28A.655.061 and 2006 c 115 s 4 are each amended to
9 read as follows:

10 (1) The high school assessment system shall include but need not be
11 limited to the Washington assessment of student learning, opportunities
12 for a student to retake the content areas of the assessment in which
13 the student was not successful, and if approved by the legislature
14 pursuant to subsection (10) of this section, one or more objective
15 alternative assessments for a student to demonstrate achievement of
16 state academic standards. The objective alternative assessments for
17 each content area shall be comparable in rigor to the skills and
18 knowledge that the student must demonstrate on the Washington
19 assessment of student learning for each content area.

20 (2) Subject to the conditions in this section, a certificate of
21 academic achievement shall be obtained by most students at about the
22 age of sixteen, and is evidence that the students have successfully met
23 the state standard in the content areas included in the certificate.
24 With the exception of students satisfying the provisions of RCW
25 28A.155.045 or section 4 of this act, acquisition of the certificate is
26 required for graduation from a public high school but is not the only
27 requirement for graduation.

28 (3) Beginning with the graduating class of 2008, with the exception
29 of students satisfying the provisions of RCW 28A.155.045, a student who
30 meets the state standards on the reading, writing, and mathematics
31 content areas of the high school Washington assessment of student
32 learning shall earn a certificate of academic achievement. If a
33 student does not successfully meet the state standards in one or more
34 content areas required for the certificate of academic achievement,
35 then the student may retake the assessment in the content area up to
36 four times at no cost to the student. If the student successfully
37 meets the state standards on a retake of the assessment then the

1 student shall earn a certificate of academic achievement. Once
2 objective alternative assessments are authorized pursuant to subsection
3 (10) of this section, a student may use the objective alternative
4 assessments to demonstrate that the student successfully meets the
5 state standards for that content area if the student has ~~((retaken))~~
6 taken the Washington assessment of student learning at least once. If
7 the student successfully meets the state standards on the objective
8 alternative assessments then the student shall earn a certificate of
9 academic achievement.

10 (4) Beginning no later than with the graduating class of ~~((2010))~~
11 2013, a student must meet the state standards in science in addition to
12 the other content areas required under subsection (3) of this section
13 on the Washington assessment of student learning or the objective
14 alternative assessments in order to earn a certificate of academic
15 achievement. The state board of education may adopt a rule that
16 implements the requirements of this subsection (4) beginning with a
17 graduating class before the graduating class of 2013, if the state
18 board of education adopts the rule by September 1st of the freshman
19 school year of the graduating class to which the requirements of this
20 subsection (4) apply. The state board of education's authority under
21 this subsection (4) does not alter the requirement that any change in
22 performance standards for the tenth grade assessment must comply with
23 RCW 28A.305.130.

24 (5) The state board of education may not require the acquisition of
25 the certificate of academic achievement for students in home-based
26 instruction under chapter 28A.200 RCW, for students enrolled in private
27 schools under chapter 28A.195 RCW, or for students satisfying the
28 provisions of RCW 28A.155.045.

29 (6) A student may retain and use the highest result from each
30 successfully completed content area of the high school assessment.

31 (7) ~~((Beginning in 2006,))~~ School districts must make available to
32 students the following options:

33 (a) To retake the Washington assessment of student learning up to
34 four times in the content areas in which the student did not meet the
35 state standards if the student is enrolled in a public school; or

36 (b) To retake the Washington assessment of student learning up to
37 four times in the content areas in which the student did not meet the
38 state standards if the student is enrolled in a high school completion

1 program at a community or technical college. The superintendent of
2 public instruction and the state board for community and technical
3 colleges shall jointly identify means by which students in these
4 programs can be assessed.

5 (8) Students who achieve the standard in a content area of the high
6 school assessment but who wish to improve their results shall pay for
7 retaking the assessment, using a uniform cost determined by the
8 superintendent of public instruction.

9 ~~(9) ((Subject to available funding, the superintendent shall pilot~~
10 ~~opportunities for retaking the high school assessment beginning in the~~
11 ~~2004-05 school year. Beginning no later than September 2006,))~~
12 Opportunities to retake the assessment at least twice a year shall be
13 available to each school district.

14 (10)(a) The office of the superintendent of public instruction
15 shall develop options for implementing objective alternative
16 assessments, which may include an appeals process for students' scores,
17 for students to demonstrate achievement of the state academic
18 standards. The objective alternative assessments shall be comparable
19 in rigor to the skills and knowledge that the student must demonstrate
20 on the Washington assessment of student learning and be objective in
21 its determination of student achievement of the state standards.
22 Before any objective alternative assessments in addition to those
23 authorized in RCW 28A.655.065 or (b) of this subsection are used by a
24 student to demonstrate that the student has met the state standards in
25 a content area required to obtain a certificate, the legislature shall
26 formally approve the use of any objective alternative assessments
27 through the omnibus appropriations act or by statute or concurrent
28 resolution.

29 (b)(i) A student's score on the mathematics ~~((portion of the~~
30 ~~preliminary scholastic assessment test (PSAT)))~~, reading or English, or
31 writing portion of the scholastic assessment test (SAT)((7)) or the
32 American college test (ACT) may be used as an objective alternative
33 assessment under this section for demonstrating that a student has met
34 or exceeded the ~~((mathematics))~~ state standards for the certificate of
35 academic achievement. The state board of education shall identify the
36 scores students must achieve on the ~~((mathematics))~~ relevant portion of
37 the ~~((PSAT,))~~ SAT((7)) or ACT to meet or exceed the state standard
38 ~~((for mathematics))~~ in the relevant content area on the Washington

1 assessment of student learning. The state board of education shall
2 identify the first scores by December 1, (~~2006, and thereafter~~) 2007.
3 After the first scores are established, the state board may increase
4 but not decrease the scores required for students to meet or exceed the
5 state standards (~~for mathematics~~)).

6 (ii) Until August 31, 2008, a student's score on the mathematics
7 portion of the preliminary scholastic assessment test (PSAT) may be
8 used as an objective alternative assessment under this section for
9 demonstrating that a student has met or exceeded the state standard for
10 the certificate of academic achievement. The state board of education
11 shall identify the score students must achieve on the mathematics
12 portion of the PSAT to meet or exceed the state standard in that
13 content area on the Washington assessment of student learning.

14 (iii) A student who scores at least a three on the grading scale
15 of one to five for selected advance placement examinations may use the
16 score as an objective alternative assessment under this section for
17 demonstrating that a student has met or exceeded state standards for
18 the certificate of academic achievement. A score of three on the
19 advance placement examinations in calculus or statistics may be used as
20 an alternative assessment for the mathematics portion of the Washington
21 assessment of student learning. A score of three on the advance
22 placement examinations in English language and composition may be used
23 as an alternative assessment for the writing portion of the Washington
24 assessment of student learning. A score of three on the advance
25 placement examinations in English literature and composition,
26 macroeconomics, microeconomics, psychology, United States history,
27 world history, United States government and politics, or comparative
28 government and politics may be used as an alternative assessment for
29 the reading portion of the Washington assessment of student learning..

30 (11) By December 15, 2004, the house of representatives and senate
31 education committees shall obtain information and conclusions from
32 recognized, independent, national assessment experts regarding the
33 validity and reliability of the high school Washington assessment of
34 student learning for making individual student high school graduation
35 determinations.

36 (12) To help assure continued progress in academic achievement as
37 a foundation for high school graduation and to assure that students are

1 on track for high school graduation, each school district shall prepare
2 plans for students as provided in this subsection (12).

3 (a) Student learning plans are required for eighth through twelfth
4 grade students who were not successful on any or all of the content
5 areas of the Washington assessment for student learning during the
6 previous school year. The plan shall include the courses,
7 competencies, and other steps needed to be taken by the student to meet
8 state academic standards and stay on track for graduation. ((This
9 requirement shall be phased in as follows:

10 ~~((i)) Beginning no later than the 2004-05 school year ninth grade~~
11 ~~students as described in this subsection (12)(a) shall have a plan.~~

12 ~~((ii)) Beginning no later than the 2005-06 school year and every year~~
13 ~~thereafter eighth grade students as described in this subsection~~
14 ~~((12)(a) shall have a plan.~~

15 ~~((iii))~~ ((i)) The parent or guardian shall be notified, preferably
16 through a parent conference, of the student's results on the Washington
17 assessment of student learning, actions the school intends to take to
18 improve the student's skills in any content area in which the student
19 was unsuccessful, strategies to help them improve their student's
20 skills, and the content of the student's plan.

21 ~~((iv))~~ ((ii)) Progress made on the student plan shall be reported
22 to the student's parents or guardian at least annually and adjustments
23 to the plan made as necessary.

24 (b) ~~((Beginning with the 2005-06 school year and every year~~
25 ~~thereafter,))~~ All fifth grade students who were not successful in one
26 or more of the content areas of the fourth grade Washington assessment
27 of student learning shall have a student learning plan.

28 (i) The parent or guardian of ~~((a))~~ the student ~~((described in this~~
29 ~~subsection (12)(b))~~ shall be notified, preferably through a parent
30 conference, of the student's results on the Washington assessment of
31 student learning, actions the school intends to take to improve the
32 student's skills in any content area in which the student was
33 unsuccessful, and provide strategies to help them improve their
34 student's skills.

35 (ii) Progress made on the student plan shall be reported to the
36 student's parents or guardian at least annually and adjustments to the
37 plan made as necessary.

1 **Sec. 3.** RCW 28A.155.045 and 2004 c 19 s 104 are each amended to
2 read as follows:

3 Beginning with the graduating class of 2008, students served under
4 this chapter, who are not appropriately assessed by the high school
5 Washington assessment system as defined in RCW 28A.655.061, even with
6 accommodations, may earn a certificate of individual achievement. The
7 certificate may be earned using multiple ways to demonstrate skills and
8 abilities commensurate with their individual education programs. The
9 determination of whether the high school assessment system is
10 appropriate shall be made by the student's individual education program
11 team. Except as provided in section 4 of this act, for these students,
12 the certificate of individual achievement is required for graduation
13 from a public high school, but need not be the only requirement for
14 graduation. When measures other than the high school assessment system
15 as defined in RCW 28A.655.061 are used, the measures shall be in
16 agreement with the appropriate educational opportunity provided for the
17 student as required by this chapter. The superintendent of public
18 instruction shall develop the guidelines for determining which students
19 should not be required to participate in the high school assessment
20 system and which types of assessments are appropriate to use.

21 When measures other than the high school assessment system as
22 defined in RCW 28A.655.061 are used for high school graduation
23 purposes, the student's high school transcript shall note whether that
24 student has earned a certificate of individual achievement.

25 Nothing in this section shall be construed to deny a student the
26 right to participation in the high school assessment system as defined
27 in RCW 28A.655.061, and, upon successfully meeting the high school
28 standard, receipt of the certificate of academic achievement.

29 **NEW SECTION. Sec. 4.** A new section is added to chapter 28A.655
30 RCW to read as follows:

31 (1) Beginning with the graduating class of 2008 and through no
32 later than the graduating class of 2012, students may graduate from
33 high school without earning a certificate of academic achievement or a
34 certificate of individual achievement if they:

35 (a) Have not successfully met the mathematics standard on the high
36 school Washington assessment of student learning, an approved objective

1 alternative assessment, or an alternate assessment developed for
2 eligible special education students;

3 (b) Have successfully met the state standard in the other content
4 areas required for a certificate under RCW 28A.655.061 or 28A.155.045;

5 (c) Have met all other state and school district graduation
6 requirements; and

7 (d)(i) For the graduating class of 2008, successfully earn one
8 additional high school mathematics credit or career and technical
9 course equivalent, including courses offered at skill centers, after
10 the student's eleventh grade year intended to increase the student's
11 mathematics proficiency toward meeting or exceeding the mathematics
12 standards assessed on the high school Washington assessment of student
13 learning and continue to take the appropriate mathematics assessment at
14 least once annually until graduation; and

15 (ii) For the remaining graduating classes under this section,
16 successfully earn two additional mathematics credits or career and
17 technical course equivalent, including courses offered at skill
18 centers, after the student's tenth grade year intended to increase the
19 student's mathematics proficiency toward meeting or exceeding the
20 mathematics standards assessed on the high school Washington assessment
21 of student learning and continue to take the appropriate mathematics
22 assessment at least once annually until graduation.

23 (2) The state board of education may adopt a rule that ends the
24 application of this section with a graduating class before the
25 graduating class of 2012, if the state board of education adopts the
26 rule by September 1st of the freshman school year of the graduating
27 class to which the provisions of this section no longer apply. The
28 state board of education's authority under this section does not alter
29 the requirement that any change in performance standards for the tenth
30 grade assessment must comply with RCW 28A.305.130.

31 (3) This section expires August 31, 2013.

32 **Sec. 5.** RCW 28A.655.070 and 2005 c 497 s 106 are each amended to
33 read as follows:

34 (1) The superintendent of public instruction shall develop
35 essential academic learning requirements that identify the knowledge
36 and skills all public school students need to know and be able to do
37 based on the student learning goals in RCW 28A.150.210, develop student

1 assessments, and implement the accountability recommendations and
2 requests regarding assistance, rewards, and recognition of the state
3 board of education.

4 (2) The superintendent of public instruction shall:

5 (a) Periodically revise the essential academic learning
6 requirements, as needed, based on the student learning goals in RCW
7 28A.150.210. Goals one and two shall be considered primary. To the
8 maximum extent possible, the superintendent shall integrate goal four
9 and the knowledge and skill areas in the other goals in the essential
10 academic learning requirements; and

11 (b) Review and prioritize the essential academic learning
12 requirements and identify, with clear and concise descriptions, the
13 grade level content expectations to be assessed on the Washington
14 assessment of student learning and used for state or federal
15 accountability purposes. The review, prioritization, and
16 identification shall result in more focus and targeting with an
17 emphasis on depth over breadth in the number of grade level content
18 expectations assessed at each grade level. Grade level content
19 expectations shall be articulated over the grades as a sequence of
20 expectations and performances that are logical, build with increasing
21 depth after foundational knowledge and skills are acquired, and
22 reflect, where appropriate, the sequential nature of the discipline.
23 The office of the superintendent of public instruction, within seven
24 working days, shall post on its web site any grade level content
25 expectations provided to an assessment vendor for use in constructing
26 the Washington assessment of student learning.

27 (3) In consultation with the state board of education, the
28 superintendent of public instruction shall maintain and continue to
29 develop and revise a statewide academic assessment system in the
30 content areas of reading, writing, mathematics, and science for use in
31 the elementary, middle, and high school years designed to determine if
32 each student has mastered the essential academic learning requirements
33 identified in subsection (1) of this section. School districts shall
34 administer the assessments under guidelines adopted by the
35 superintendent of public instruction. The academic assessment system
36 (~~shall~~) may include a variety of assessment methods, including
37 criterion-referenced and performance-based measures.

1 (4) If the superintendent proposes any modification to the
2 essential academic learning requirements or the statewide assessments,
3 then the superintendent shall, upon request, provide opportunities for
4 the education committees of the house of representatives and the senate
5 to review the assessments and proposed modifications to the essential
6 academic learning requirements before the modifications are adopted.

7 (5)((+a)) The assessment system shall be designed so that the
8 results under the assessment system are used by educators as tools to
9 evaluate instructional practices, and to initiate appropriate
10 educational support for students who have not mastered the essential
11 academic learning requirements at the appropriate periods in the
12 student's educational development.

13 ~~((b) Assessments measuring the essential academic learning~~
14 ~~requirements in the content area of science shall be available for~~
15 ~~mandatory use in middle schools and high schools by the 2003-04 school~~
16 ~~year and for mandatory use in elementary schools by the 2004-05 school~~
17 ~~year unless the legislature takes action to delay or prevent~~
18 ~~implementation of the assessment.))~~

19 (6) By September 2007, the results for reading and mathematics
20 shall be reported in a format that will allow parents and teachers to
21 determine the academic gain a student has acquired in those content
22 areas from one school year to the next.

23 (7) To assist parents and teachers in their efforts to provide
24 educational support to individual students, the superintendent of
25 public instruction shall provide as much individual student performance
26 information as possible within the constraints of the assessment
27 system's item bank. The superintendent shall also provide to school
28 districts:

29 (a) Information on classroom-based and other assessments that may
30 provide additional achievement information for individual students; and

31 (b) A collection of diagnostic tools that educators may use to
32 evaluate the academic status of individual students. The tools shall
33 be designed to be inexpensive, easily administered, and quickly and
34 easily scored, with results provided in a format that may be easily
35 shared with parents and students.

36 (8) To the maximum extent possible, the superintendent shall
37 integrate knowledge and skill areas in development of the assessments.

1 (9) Assessments for goals three and four of RCW 28A.150.210 shall
2 be integrated in the essential academic learning requirements and
3 assessments for goals one and two.

4 (10) The superintendent shall develop assessments that are directly
5 related to the essential academic learning requirements, and are not
6 biased toward persons with different learning styles, racial or ethnic
7 backgrounds, or on the basis of gender.

8 (11) The superintendent shall consider methods to address the
9 unique needs of special education students when developing the
10 assessments under this section.

11 (12) The superintendent shall consider methods to address the
12 unique needs of highly capable students when developing the assessments
13 under this section.

14 (13) The superintendent shall post on the superintendent's web site
15 lists of resources and model assessments in social studies, the arts,
16 and health and fitness.

17 Sec. 6. RCW 28A.655.065 and 2006 c 115 s 1 are each amended to
18 read as follows:

19 (1) The legislature has made a commitment to rigorous academic
20 standards for receipt of a high school diploma. The primary way that
21 students will demonstrate that they meet the standards in reading,
22 writing, mathematics, and science is through the Washington assessment
23 of student learning. Only objective assessments that are comparable in
24 rigor to the state assessment are authorized as an alternative
25 assessment. Before seeking an alternative assessment, the legislature
26 expects students to make a genuine effort to meet state standards,
27 through (~~retaking the Washington assessment of student learning,~~)
28 regular and consistent attendance at school(~~(+)~~) and participation in
29 extended learning and other assistance programs.

30 (2) Under RCW 28A.655.061, beginning in the 2006-07 school year,
31 the superintendent of public instruction shall implement objective
32 alternative assessment methods as provided in this section for students
33 to demonstrate achievement of the state standards in content areas in
34 which the student has not yet met the standard on the high school
35 Washington assessment of student learning. A student may access an
36 alternative if the student meets applicable eligibility criteria in RCW
37 28A.655.061 and this section and other eligibility criteria established

1 by the superintendent of public instruction, including but not limited
2 to attendance criteria and participation in the remediation or
3 supplemental instruction contained in the student learning plan
4 developed under RCW 28A.655.061. A school district may waive
5 attendance and/or remediation criteria for special, unavoidable
6 circumstances.

7 (3) For the purposes of this section, "applicant" means a student
8 seeking to use one of the alternative assessment methods in this
9 section.

10 (4) One alternative assessment method shall be a combination of the
11 applicant's grades in applicable courses and the applicant's highest
12 score on the high school Washington assessment of student learning, as
13 provided in this subsection. A student is eligible to apply for the
14 alternative assessment method under this subsection (4) if the student
15 has a cumulative grade point average of at least 3.2 on a four point
16 grading scale. The superintendent of public instruction shall
17 determine which high school courses are applicable to the alternative
18 assessment method and shall issue guidelines to school districts.

19 (a) Using guidelines prepared by the superintendent of public
20 instruction, a school district shall identify the group of students in
21 the same school as the applicant who took the same high school courses
22 as the applicant in the applicable content area. From the group of
23 students identified in this manner, the district shall select the
24 comparison cohort that shall be those students who met or slightly
25 exceeded the state standard on the Washington assessment of student
26 learning.

27 (b) The district shall compare the applicant's grades in high
28 school courses in the applicable content area to the grades of students
29 in the comparison cohort for the same high school courses. If the
30 applicant's grades are equal to or above the mean grades of the
31 comparison cohort, the applicant shall be deemed to have met the state
32 standard on the alternative assessment.

33 (c) An applicant may not use the alternative assessment under this
34 subsection (4) if there are fewer than six students in the comparison
35 cohort.

36 (5) The superintendent of public instruction shall develop an
37 alternative assessment method that shall be an evaluation of a

1 collection of work samples prepared and submitted by the applicant, as
2 provided in this subsection and, for career and technical applicants,
3 the additional requirements of subsection (6) of this section.

4 (a) The superintendent of public instruction shall develop
5 guidelines for the types and number of work samples in each content
6 area that may be submitted as a collection of evidence that the
7 applicant has met the state standard in that content area. Work
8 samples may be collected from academic, career and technical, or
9 remedial courses and may include performance tasks as well as written
10 products. The superintendent shall submit the guidelines for approval
11 by the state board of education.

12 (b) The superintendent shall develop protocols for submission of
13 the collection of work samples that include affidavits from the
14 applicant's teachers and school district that the samples are the work
15 of the applicant and a requirement that a portion of the samples be
16 prepared under the direct supervision of a classroom teacher. The
17 superintendent shall submit the protocols for approval by the state
18 board of education.

19 (c) The superintendent shall develop uniform scoring criteria for
20 evaluating the collection of work samples and submit the scoring
21 criteria for approval by the state board of education. Collections
22 shall be scored at the state level or regionally by a panel of
23 educators selected and trained by the superintendent to ensure
24 objectivity, reliability, and rigor in the evaluation. An educator may
25 not score work samples submitted by applicants from the educator's
26 school district. If the panel awards an applicant's collection of work
27 samples the minimum required score, the applicant shall be deemed to
28 have met the state standard on the alternative assessment.

29 (d) Using an open and public process that includes consultation
30 with district superintendents, school principals, and other educators,
31 the state board of education shall consider the guidelines, protocols,
32 scoring criteria, and other information regarding the collection of
33 work samples submitted by the superintendent of public instruction.
34 The collection of work samples may be implemented as an alternative
35 assessment after the state board of education has approved the
36 guidelines, protocols, and scoring criteria and determined that the
37 collection of work samples: (i) Will meet professionally accepted
38 standards for a valid and reliable measure of the grade level

1 expectations and the essential academic learning requirements; and (ii)
2 is comparable to or exceeds the rigor of the skills and knowledge that
3 a student must demonstrate on the Washington assessment of student
4 learning in the applicable content area. The state board shall make an
5 approval decision and determination no later than December 1, 2006, and
6 thereafter may increase the required rigor of the collection of work
7 samples.

8 (e) By September of 2006, the superintendent of public instruction
9 shall develop informational materials for parents, teachers, and
10 students regarding the collection of work samples and the status of its
11 development as an alternative assessment method. The materials shall
12 provide specific guidance regarding the type and number of work samples
13 likely to be required, include examples of work that meets the state
14 learning standards, and describe the scoring criteria and process for
15 the collection. The materials shall also encourage students in the
16 graduating class of 2008 to begin creating a collection if they believe
17 they may seek to use the collection once it is implemented as an
18 alternative assessment.

19 (6)(a) For students enrolled in a career and technical education
20 program approved under RCW 28C.04.110, the superintendent of public
21 instruction shall develop additional guidelines for a collection of
22 work samples that evidences that the collection:

23 (i) Is relevant to the student's particular career and technical
24 program;

25 (ii) Focuses on the application of academic knowledge and skills
26 within the program;

27 (iii) Includes completed activities or projects where demonstration
28 of academic knowledge is inferred; and

29 (iv) Is related to the essential academic learning requirements and
30 state standards that students must meet to earn a certificate of
31 academic achievement or certificate of individual achievement, but also
32 represents the knowledge and skills that successful individuals in the
33 career and technical field of the approved program are expected to
34 possess.

35 (b) To meet the state standard on the alternative assessment under
36 this subsection (6), an applicant must also attain the state or
37 nationally recognized certificate or credential associated with the
38 approved career and technical program.

1 (c) The superintendent shall consult with community and technical
2 colleges, employers, the work force training and education coordinating
3 board, apprenticeship programs, and other regional and national experts
4 in career and technical education to create an appropriate collection
5 of work samples and other evidence of a career and technical student's
6 knowledge and skills on the state academic standards.

7 (7) The superintendent of public instruction shall study the
8 feasibility of using existing mathematics assessments in languages
9 other than English as an additional alternative assessment option. The
10 study shall include an estimation of the cost of translating the tenth
11 grade mathematics assessment into other languages and scoring the
12 assessments should they be implemented.

13 (8) The superintendent of public instruction shall implement:

14 (a) By June 1, 2006, a process for students to appeal the score
15 they received on the high school assessments; and

16 (b) By January 1, 2007, guidelines and appeal processes for waiving
17 specific requirements in RCW 28A.655.061 pertaining to the certificate
18 of academic achievement and to the certificate of individual
19 achievement for students who: (i) Transfer to a Washington public
20 school in their junior or senior year with the intent of obtaining a
21 public high school diploma, or (ii) have special, unavoidable
22 circumstances.

23 (9) The state board of education shall examine opportunities for
24 additional alternative assessments, including the possible use of one
25 or more standardized norm-referenced student achievement tests and the
26 possible use of the reading, writing, or mathematics portions of the
27 ACT ASSET and ACT COMPASS test instruments as objective alternative
28 assessments for demonstrating that a student has met the state
29 standards for the certificate of academic achievement. The state board
30 shall submit its findings and recommendations to the education
31 committees of the legislature by January 10, 2008.

32 (10) The superintendent of public instruction (~~may~~) shall adopt
33 rules to implement this section.

34 Sec. 7. RCW 28A.655.063 and 2006 c 115 s 5 are each amended to
35 read as follows:

36 Subject to the availability of funds appropriated for this purpose,
37 the office of the superintendent of public instruction shall provide

1 funds to school districts ((shall)) to reimburse students for the cost
2 of taking the tests in RCW 28A.655.061(10)(b) when the students take
3 the tests for the purpose of using the ((mathematics)) results as an
4 objective alternative assessment. The office of the superintendent of
5 public instruction may, as an alternative to providing funds to school
6 districts, arrange for students to receive a testing fee waiver or make
7 other arrangements to compensate the students.

8 **Sec. 8.** RCW 28A.655.200 and 2006 c 117 s 4 are each amended to
9 read as follows:

10 (1) ~~((In the absence of mandatory, statewide, norm-referenced~~
11 ~~assessments,))~~ The legislature intends to permit school districts to
12 offer norm-referenced assessments, make diagnostic tools available to
13 school districts, and provide funding for diagnostic assessments to
14 enhance ~~((guidance and planning for students and to))~~ student learning
15 at all grade levels and provide early intervention before the high
16 school Washington assessment of student learning.

17 (2) In addition to the diagnostic assessments provided under
18 ~~((subsection (5) of))~~ this section, school districts may, at their own
19 expense, administer norm-referenced assessments to students.

20 (3) ~~((By September 1, 2005, subject to available funds,))~~ The
21 office of the superintendent of public instruction shall post on its
22 web site for voluntary use by school districts, a guide of diagnostic
23 assessments. The assessments in the guide, to the extent possible,
24 shall include the characteristics listed in subsection (4) of this
25 section.

26 (4) Beginning September 1, 2007, the office of the superintendent
27 of public instruction shall make diagnostic assessments in reading,
28 writing, mathematics, and science in elementary, middle, and high
29 school grades available to school districts ((diagnostic assessments
30 ~~that))~~. Subject to funds appropriated for this purpose, the office of
31 the superintendent of public instruction shall also provide funding to
32 school districts for administration of diagnostic assessments to help
33 improve student learning, identify academic weaknesses, enhance student
34 planning and guidance, and develop targeted instructional strategies to
35 assist students before the high school Washington assessment of student
36 learning. To the greatest extent possible, the assessments shall be:

37 (a) Aligned to the state's grade level expectations;

- 1 (b) Individualized to each student's performance level;
- 2 (c) Administered efficiently to provide results either immediately
- 3 or within two weeks;
- 4 (d) Capable of measuring individual student growth over time and
- 5 allowing student progress to be compared to other students across the
- 6 country;
- 7 (e) Readily available to parents; and
- 8 (f) Cost-effective.

9 ~~((Beginning with the 2006-07 school year, the superintendent of~~
10 ~~public instruction shall reimburse school districts for administration~~
11 ~~of diagnostic assessments in grade nine for the purpose of identifying~~
12 ~~academic weaknesses, enhancing student planning and guidance, and~~
13 ~~developing targeted instructional strategies to assist students before~~
14 ~~the high school Washington assessment of student learning.~~

15 ~~(6))~~ The office of the superintendent of public instruction ~~((is~~
16 ~~encouraged to))~~ shall offer training at statewide and regional staff
17 development activities ~~((training opportunities that would assist~~
18 ~~practitioners))~~ in:

- 19 (a) The interpretation of diagnostic assessments; and
- 20 (b) Application of instructional strategies that will increase
- 21 student learning based on diagnostic assessment data.

22 ***NEW SECTION.** Sec. 9. A new section is added to chapter 28A.655
23 RCW to read as follows:

24 (1) (a) The legislature's intent is to make significant improvements
25 in the high school Washington assessment of student learning in the
26 content areas of mathematics and science before requiring students to
27 meet the state standard on the assessment for graduation purposes.

28 (b) The legislature believes that a high school assessment system
29 where students receive instruction through credited high school
30 mathematics and science courses and have their knowledge and skills
31 assessed after they complete the courses would be a superior assessment
32 system for mathematics and science to the current form of the
33 Washington assessment of student learning. The legislature also
34 believes that end-of-course assessments would offer more timely
35 results, better diagnostic information, and improved alignment between
36 curriculum, instruction, and assessment. End-of-course assessments in
37 mathematics should cover the content of at least algebra I and

1 geometry. End-of-course assessments in science should cover the
2 content of at least biology, but also address other science content
3 areas.

4 (c) However, the legislature acknowledges that replacing the
5 current form of the Washington assessment of student learning in
6 mathematics and science with end-of-course assessments represents a
7 significant change that should be thoroughly evaluated and that an
8 implementation timeline to shift to end-of-course assessments no later
9 than for the graduating class of 2013 should be carefully developed.

10 (2) The state board of education, in consultation with the
11 superintendent of public instruction, shall examine and recommend
12 changes to the high school Washington assessment of student learning in
13 the content areas of mathematics and science. The state board of
14 education may contract with one or more independent national
15 consultants to conduct the examination. The primary change to be
16 examined shall be replacing the current high school Washington
17 assessment of student learning with a limited series of end-of-course
18 assessments in mathematics and science. The examination of end-of-
19 course assessments shall include:

20 (a) An objective analysis of the potential strengths and weaknesses
21 of end-of-course assessments as the primary high school assessment tool
22 for student and school accountability;

23 (b) Analysis of the possible impact of end-of-course assessments on
24 curriculum and instruction in mathematics and science;

25 (c) The appropriate mathematics and science content to be covered
26 by end-of-course assessments;

27 (d) Recommended implementation timelines and issues to be addressed
28 in replacing the current assessment; and

29 (e) An analysis of the costs of adopting end-of-course assessments.

30 (3) In any request for proposals for a new testing contractor for
31 the Washington assessment of student learning, the superintendent of
32 public instruction shall include the possible changes being examined by
33 the state board of education so that additional information about the
34 cost and feasibility of the changes can be provided by prospective
35 testing contractors.

36 (4) The state board of education shall submit a report to the
37 superintendent of public instruction and the education committees of
38 the legislature by January 10, 2008. The report shall contain findings

1 from the examination under this section, recommendations for changes to
2 the high school Washington assessment of student learning in
3 mathematics and science, and a timeline for expedited implementation of
4 the recommended changes.

5 (5) The legislature intends that the changes recommended by the
6 state board of education under this section shall be able to be
7 implemented no later than the 2010-11 school year in order to apply to
8 the graduating class of 2013. If the state board of education finds
9 that the changes cannot feasibly be implemented by the 2010-11 school
10 year, the state board shall state the specific reasons for such a
11 finding, along with supporting evidence, and recommend a revised
12 expedited timeline.

13 (6) This section expires June 30, 2009.

*Sec. 9 was vetoed. See message at end of chapter.

14 *NEW SECTION. Sec. 10. A new section is added to chapter 28A.655
15 RCW to read as follows:

16 (1) Before the 2007-08 school year, each educational service
17 district shall implement an appeals panel or panels comprised of
18 teachers, principals, and members of the business community with
19 relevant knowledge or expertise to review and decide appeals submitted
20 by students who did not meet the state standard on the tenth grade
21 Washington assessment of student learning or an objective alternative
22 assessment in one or more of the content areas assessed. The appeal
23 under this section shall be an appeal by a student to demonstrate that
24 he or she has the level of understanding of a content area assessed on
25 the Washington assessment of student learning necessary to meet the
26 state standard but was unable to demonstrate that understanding on the
27 assessment or alternative assessment. An appeals panel must issue a
28 determination of whether the appeal is approved or denied within sixty
29 days of receiving an appeal application.

30 (2) A student is eligible to access the appeals process under this
31 section if the student is in his or her junior or senior year of high
32 school; has retaken the Washington assessment of student learning or
33 has taken an alternative assessment in the content area in which the
34 student is appealing; has participated in the remediation or
35 supplemental instruction contained in the student learning plan
36 developed under RCW 28A.655.061; and meets at least one of the
37 following additional eligibility requirements:

1 (a) The student has met or is on track to meet all other state and
2 local graduation requirements except for meeting the state standard on
3 the Washington assessment of student learning;

4 (b) The student has completed a career and technical education
5 industry certification program, or is on track to enter an articulated
6 postsecondary program in an accredited community or technical college
7 that leads to industry certification;

8 (c) The student is eligible for assessment accommodations,
9 including accommodations for students with individualized education
10 programs, students with plans developed pursuant to section 504 of the
11 rehabilitation act of 1973, and English language learners. For
12 students appealing under this subsection (2)(c), the panel shall
13 consider, at a minimum, whether the appropriate assessment
14 accommodation was provided; or

15 (d) The student is an English language learner who has been in the
16 United States for fewer than three years.

17 (3) The educational service districts shall jointly submit an
18 annual report to the legislature on the number and types of appeals
19 received and approved.

20 (4) The state board of education shall adopt rules to implement
21 this section by August 1, 2007. The rules shall include uniform
22 criteria to be used by the appeals panels in making the panels'
23 determinations. The criteria shall include review of the student's
24 cumulative grade point average for those courses required for high
25 school graduation; whether the student had regular and consistent
26 attendance at school; the student's high school and beyond plan; and
27 the student's culminating project. The state board of education may
28 include additional criteria if necessary and shall determine how much
29 weight shall be given to each criteria.

*Sec. 10 was vetoed. See message at end of chapter.

30 *NEW SECTION. Sec. 11. A new section is added to chapter 28A.655
31 RCW to read as follows:

32 English language learners who score below level four on the
33 Washington language proficiency test or the equivalent level of the
34 evaluation used by the superintendent of public instruction to assess
35 the English and academic proficiency of English language learners under
36 RCW 28A.180.090 shall not be required to take the Washington assessment

1 of student learning, except as required by federal law. However, these
2 students are still subject to the graduation requirements established
3 in RCW 28A.655.061.

*Sec. 11 was vetoed. See message at end of chapter.

4 NEW SECTION. Sec. 12. (1) The superintendent of public
5 instruction and the workforce training and education coordinating board
6 shall jointly convene and staff an advisory committee to identify
7 career and technical education curricula that will assist in preparing
8 students for the state assessment system and provide the opportunity to
9 obtain a certificate of academic achievement.

10 (2) The advisory committee shall consist of the following nine
11 members:

12 (a) Four members of the legislature, with two members each
13 appointed by the respective caucuses of the house of representatives
14 and the senate;

15 (b) One representative from the career and technical education
16 section of the office of the superintendent of public instruction;

17 (c) One member appointed by the workforce training and education
18 coordinating board; and

19 (d) Three members appointed by the superintendent of public
20 instruction and the workforce training and education coordinating board
21 based on recommendations from the career and technical education
22 community.

23 (3) The advisory committee shall appoint a chair from among the
24 nonlegislative members.

25 (4) Legislative members of the advisory committee shall be
26 reimbursed for travel expenses in accordance with RCW 44.04.120.
27 Nonlegislative members, except those representing an employer or
28 organization, are entitled to be reimbursed for travel expenses in
29 accordance with RCW 43.03.050 and 43.03.060.

30 (5) By January 15, 2008, the advisory committee shall provide an
31 initial report to the governor and the legislature and, if necessary,
32 a work plan with additional reporting deadlines, which shall not extend
33 beyond December 15, 2008.

34 *NEW SECTION. Sec. 13. This act is necessary for the immediate
35 preservation of the public peace, health, or safety, or support of the

1 state government and its existing public institutions, and takes effect
2 immediately.

*Sec. 13 was vetoed. See message at end of chapter.

Passed by the Senate April 22, 2007.

Passed by the House April 22, 2007.

Approved by the Governor May 8, 2007, with the exception of certain items that were vetoed.

Filed in Office of Secretary of State May 10, 2007.

Note: Governor's explanation of partial veto is as follows:

"I am returning, without my approval as to Sections 9, 10, 11 and 13, Engrossed Substitute Senate Bill 6023 entitled:

"AN ACT Relating to the Washington assessment of student learning."

Sections 1 through 7 of this bill provide for the adjustment of high school assessment provisions related to state high school graduation requirements. These include specific changes related to mathematics and science, as well as the addition of several alternative assessments and modification of two other alternative assessments. Section 8 expands the provision of diagnostic assessments to assist students in developing the skills required to be demonstrated on state assessments. Section 12 creates an advisory committee to identify curricula that will assist in preparing students for the state assessment system.

Section 9 of this bill directs the State Board of Education, in consultation with the Superintendent of Public Instruction, to study, examine and recommend changes to the high school assessments in mathematics and science, focusing on replacement of the current assessments with specifically identified end-of-course assessments. The study's recommendation topics and timelines are structured to point to implementing end-of-course assessments as the predetermined outcome. For this reason, I am vetoing Section 9.

However, I am well aware of the strong legislative interest in this subject, specifically related to mathematics and science assessments. I have asked the State Board of Education to conduct a broad, objective study of end-of-course assessments. In the course of this study they will examine the various end-of-course assessment systems used by other states; their purposes; the subjects assessed and how they align with state standards, curriculum, and instruction; whether the exams are used singly or in combination with other assessments for graduation decision purposes; how the exams integrate with an entire assessment system (all grades and subjects); implementation issues; costs and lessons learned. Additionally, OSPI will ask potential test vendors to provide information regarding cost and technical aspects of implementing end-of-course assessments and that information will be shared with the State Board. The State Board of Education will provide recommendations based upon their study and present the study information and recommendations by January 15, 2008.

Section 10 of this bill provides for the implementation of appeals panels in each education service district for students who have not been successful in meeting state standards through the high school assessment system. The appeals criteria specified in the legislation does not relate to the student's knowledge and skill of the state standards. Therefore, I do not support this activity. Additionally, I am concerned that such a system will not yield consistent results from appeals board to appeals board.

Section 11 of this bill sets forth the threshold for student English skills required for participation in the state assessment system, with the exception that meeting standards through the state assessment system remains a requirement for high school graduation. However, in practice, the provision of excusing students from the assessments has no effect since the federal statute sets requirements for student participation for federal accountability purposes. When the federal statutes are changed, state participation requirements will be adjusted. While this provision is well-meaning, having it in statute will be confusing to students and parents.

Section 13 of this bill is an emergency clause. I am vetoing Section 13, as the issues in this legislation do not rise to the level of an emergency that requires the immediate revision of state laws.

For these reasons, I have vetoed Sections 9, 10, 11 and 13 of Engrossed Substitute Senate Bill 6023.

With the exception of Sections 9, 10, 11 and 13, Engrossed Substitute Senate Bill 6023 is approved."

EXHIBIT E

Graduation Requirements

Translations:

Information on this page is available in the following languages

- English
(pdf), w/o color (pdf)
- Spanish
(Word) (pdf)
- Russian
(Word) (pdf)
- Ukrainian
(Word) (pdf)
- Vietnamese
(Word) (pdf)
- Korean
(Word) (pdf)
- Somali
(Word) (pdf)
- Tagalog
(Word) (pdf)
- Cambodian
(Word) (pdf)

The WASL and the High School Diploma

All students need a solid foundation of reading, writing and math skills for whatever they plan to do after high school. Several statewide graduation requirements help make sure students have this foundation. Recently, state lawmakers made changes to the Washington Assessment of Student Learning (WASL) graduation requirement, including postponing the passing of math and science until 2013.

For the graduating classes of 2008-2012, students must pass the **reading and writing** WASL, a state-approved alternative to the WASL or an assessment for students in special education. Students can meet the state's **math** requirement by passing the math WASL, a state-approved alternative or an assessment for students in special education, **OR**, they can continue to earn math credits until they graduate. Students who pass the reading, writing and math assessments earn a Certificate of Academic Achievement or Certificate of Individual Achievement and a high school diploma. Students who fulfill the math requirement by earning math credits do not receive a certificate but do earn a diploma.

This delay for math and science gives the school system time to make any needed changes to the state's learning standards, provide better curriculum choices for schools, review the assessments and provide professional development for teachers. It is not a retreat from the skills and knowledge every student needs.

Washington State Graduation Requirements

(Determined when a student enters ninth grade)

Class of 2008 (Students in grade 11 in 2006-07)	Classes of 2009-2012 (Students in grades 7-10 in 2006-07)	Classes of 2013 and Beyond (Students in grades 6 and below in 2006-07)
READING AND WRITING Pass reading and writing High School WASL or assessment for students in special education. --OR-- Pass Certificate of Academic Achievement Option (state-approved)	READING AND WRITING Pass reading and writing High School WASL or assessment for students in special education. --OR-- Pass Certificate of Academic Achievement Option (state-approved)	READING AND WRITING Pass reading and writing High School WASL or assessment for students in special education. --OR-- Pass Certificate of Academic Achievement Option (state-approved)

alternative).*	alternative).*	alternative).*
<p align="center">MATH</p> <p>Pass math High School WASL or assessment for students in special education.</p> <p align="center">--OR--</p> <p>Pass Certificate of Academic Achievement Option (state-approved alternative).*</p> <p align="center">--OR--</p> <p>Earn one math credit (or career and technical course equivalent) after 11th grade AND retake the WASL or an approved math assessment one more time. <i>(Student required to pass math classes, not assessment, to earn diploma.)</i></p>	<p align="center">MATH</p> <p>Pass math High School WASL or assessment for students in special education.</p> <p align="center">--OR--</p> <p>Pass Certificate of Academic Achievement Option (state-approved alternative).*</p> <p align="center">--OR--</p> <p>Earn two math credits (or career and technical course equivalent) after 10th grade AND retake the WASL or an approved math assessment annually. <i>(Student required to pass math classes, not assessment, to earn diploma.)</i></p>	<p align="center">MATH AND SCIENCE</p> <p>Pass math and science High School WASL or assessment for students in special education.</p> <p align="center">--OR--</p> <p>Pass Certificate of Academic Achievement Option (state-approved alternative).*</p>
<p align="center">OTHER REQUIREMENTS</p> <p>Meet all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and all state and local credit requirements.</p>	<p align="center">OTHER REQUIREMENTS</p> <p>Meet all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and all state and local credit requirements. <i>(The State Board of Education will soon increase the number of math credits all students must earn from two to three credits.)</i></p>	<p align="center">OTHER REQUIREMENTS</p> <p>Meet all other state and school district graduation requirements: Culminating Project, High School and Beyond Plan and all state and local credit requirements. <i>(The State Board of Education will soon increase the number of math credits all students must earn from two to three credits.)</i></p>

*Students must take the High School WASL at least once before using one of the Certificate of Academic Achievement Options. Updated 5.22.07

About the Certificate of Academic Achievement and Certificate of Individual Achievement

- The certificates tell businesses and colleges that a student has a solid foundation of

key skills and knowledge in reading, writing and math. Students who earn a certificate will have it noted on their transcript.

- **Certificate of Academic Achievement** – Not a requirement for graduation until 2013, but students can still earn it by passing the WASL or a Certificate of Academic Achievement Option (a state-approved alternative) in reading, writing and math.
- **Certificate of Individual Achievement** – Only for students in special education. Not a requirement for graduation until 2013, but students can still earn it by passing the WASL-Modified, Portfolio or the Developmentally Appropriate WASL (DAW) in reading, writing and math.
- Students in the classes of 2008-2012 who earn math credits until graduation, but do not pass the WASL or another approved math assessment, are still eligible to earn a diploma but they won't earn a certificate.
- An appeal system is available for students who transfer in from other states and countries or have special, unavoidable circumstances. Students who are successful with an appeal will earn a diploma but not a certificate.

About the High School WASL

- Students have five state-funded opportunities during high school to take each WASL content area: reading, writing, math and science.
- Students pass with a Level 3 or 4 score.
- WASL testing occurs in March/April and August each year.
- Score appeal process: Parents/guardians, after reviewing their student's test, may file a score appeal with the state.
- To learn more about the WASL, please visit: www.waslinfo.org.

About Certificate of Academic Achievement Options (state-approved alternatives to the WASL)

- Students who have the skills but are unable to show them on the WASL may use the Certificate of Academic Achievement Options.
- Students may access the options after taking the WASL once.
- The Certificate of Academic Achievement Options are:
 - **Collection of Evidence** – Students compile a set of classroom work samples with the help of a teacher(s). Collections for students in Career and Technical Education programs can include work from their program and other classes. The state scores collections two times a year.
 - **Fee Waivers** are available for eligible students to take the approved PSAT, SAT, ACT and AP assessments.
 - **SAT or ACT** – Students may use their math, reading or English and writing scores on college readiness tests.
 - Minimum math scores: SAT – 470; and ACT – 19.
 - Minimum SAT and ACT reading and writing scores: State Board of Education to determine by Dec. 1, 2007, or earlier, if possible.
 - **PSAT** – Right now, students may submit a math score of 47 as an approved alternative. After Aug. 31, 2008, the PSAT will no longer be an approved alternative.
 - **Advanced Placement (AP)** – Students may use a score of **three or higher** on select AP exams.
 - Math: Calculus or statistics
 - Writing: English language and composition
 - Reading: English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics
 - **WASL/Grades Comparison** – A student's grades in math courses and/or English courses are compared with the grades of students who took the same courses AND passed the WASL. This option is available to students in 12th.

grade. To access this option, a student must have an overall cumulative Grade Point Average (GPA) of at least 3.2 on a 4.0 grading scale.

About Assessments for Students in Special Education

- Students in special education may take the High School WASL with or without accommodations or use one of the Certificate of Academic Achievement Options.
- The following options are also available:
 - **WASL-Modified – Students take the High School WASL** – with or without accommodations – but IEP teams adjust passing criteria from Proficient (Level 3) to Basic (Level 2).
 - **Washington Alternate Assessment System Portfolio** – Students unable to take paper and pencil tests show their skills and knowledge through a collection of their work.
 - **Developmentally Appropriate WASL (DAW)** – Students in **grades 11 and 12 only** take the WASL – with or without accommodations – at a grade level that best matches their abilities. Students pass the DAW by earning Proficient (Level 3) on each test taken.
- The WASL-Modified is given in March/April and August each year. The Portfolio and the DAW are given in March/April and November.

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EXHIBIT F

CERTIFICATION OF ENROLLMENT
SECOND SUBSTITUTE HOUSE BILL 1906

Chapter 396, Laws of 2007

60th Legislature
2007 Regular Session

MATHEMATICS AND SCIENCE EDUCATION

EFFECTIVE DATE: 07/22/07 - Except section 14, which becomes effective 09/01/09; and sections 1 and 2, which become effective 05/09/07.

Passed by the House April 17, 2007
Yeas 96 Nays 2

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 11, 2007
Yeas 37 Nays 12

BRAD OWEN

President of the Senate

Approved May 9, 2007, 9:52 a.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Richard Nafziger, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is SECOND SUBSTITUTE HOUSE BILL 1906 as passed by the House of Representatives and the Senate on the dates hereon set forth.

RICHARD NAFZIGER

Chief Clerk

FILED

May 11, 2007

Secretary of State
State of Washington

SECOND SUBSTITUTE HOUSE BILL 1906

AS AMENDED BY THE SENATE

Passed Legislature - 2007 Regular Session

State of Washington

60th Legislature

2007 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Hunter, Anderson, Wallace, Seaquist, Eddy, P. Sullivan, McDermott, Ormsby, McIntire, Pedersen, Rolles, Barlow, Goodman, Rodne, O'Brien, Kenney, McDonald, Morrell, Newhouse, Hurst, Skinner, Wood and Bailey)

READ FIRST TIME 03/28/07.

1 AN ACT Relating to improving mathematics and science education;
2 amending RCW 28A.660.005, 28A.660.050, 28B.102.080, 28A.230.130, and
3 28A.230.130; adding new sections to chapter 28A.305 RCW; adding new
4 sections to chapter 28A.300 RCW; adding a new section to chapter
5 28A.415 RCW; adding new sections to chapter 28A.660 RCW; adding a new
6 section to chapter 28B.10 RCW; adding a new section to chapter 28A.320
7 RCW; adding a new section to chapter 28A.655 RCW; adding a new section
8 to chapter 28B.76 RCW; creating new sections; providing an effective
9 date; providing expiration dates; and declaring an emergency.

10 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

11 NEW SECTION. Sec. 1. A new section is added to chapter 28A.305
12 RCW to read as follows:

13 MATHEMATICS AND SCIENCE STANDARDS AND CURRICULUM. (1) The
14 activities in this section revise and strengthen the state learning
15 standards that implement the goals of RCW 28A.150.210, known as the
16 essential academic learning requirements, and improve alignment of
17 school district curriculum to the standards.

18 (2) The state board of education shall be assisted in its work
19 under subsections (3) and (5) of this section by: (a) An expert

1 national consultant in each of mathematics and science retained by the
2 state board; and (b) the mathematics and science advisory panels
3 created under section 2 of this act, as appropriate, which shall
4 provide review and formal comment on proposed recommendations to the
5 superintendent of public instruction and the state board of education
6 on new revised standards and curricula.

7 (3) By September 30, 2007, the state board of education shall
8 recommend to the superintendent of public instruction revised essential
9 academic learning requirements and grade level expectations in
10 mathematics. The recommendations shall be based on:

11 (a) Considerations of clarity, rigor, content, depth, coherence
12 from grade to grade, specificity, accessibility, and measurability;

13 (b) Study of:

14 (i) Standards used in countries whose students demonstrate high
15 performance on the trends in international mathematics and science
16 study and the programme for international student assessment;

17 (ii) College readiness standards;

18 (iii) The national council of teachers of mathematics focal points
19 and the national assessment of educational progress content frameworks;
20 and

21 (iv) Standards used by three to five other states, including
22 California, and the nation of Singapore; and

23 (c) Consideration of information presented during public comment
24 periods.

25 (4) By January 31, 2008, the superintendent of public instruction
26 shall revise the essential academic learning requirements and the grade
27 level expectations for mathematics and present the revised standards to
28 the state board of education and the education committees of the senate
29 and the house of representatives as required by RCW 28A.655.070(4).
30 The superintendent shall adopt the revised essential academic learning
31 requirements and grade level expectations unless otherwise directed by
32 the legislature during the 2008 legislative session.

33 (5) By June 30, 2008, the state board of education shall recommend
34 to the superintendent of public instruction revised essential academic
35 learning requirements and grade level expectations in science. The
36 recommendations shall be based on:

37 (a) Considerations of clarity, rigor, content, depth, coherence
38 from grade to grade, specificity, accessibility, and measurability;

1 (b) Study of standards used by three to five other states and in
2 countries whose students demonstrate high performance on the trends in
3 international mathematics and science study and the programme for
4 international student assessment; and

5 (c) Consideration of information presented during public comment
6 periods.

7 (6) By December 1, 2008, the superintendent of public instruction
8 shall revise the essential academic learning requirements and the grade
9 level expectations for science and present the revised standards to the
10 state board of education and the education committees of the senate and
11 the house of representatives as required by RCW 28A.655.070(4). The
12 superintendent shall adopt the revised essential academic learning
13 requirements and grade level expectations unless otherwise directed by
14 the legislature during the 2009 legislative session.

15 (7)(a) By May 15, 2008, the superintendent of public instruction
16 shall present to the state board of education recommendations for no
17 more than three basic mathematics curricula each for elementary,
18 middle, and high school grade spans.

19 (b) By June 30, 2008, the state board of education shall provide
20 official comment and recommendations to the superintendent of public
21 instruction regarding the recommended mathematics curricula. The
22 superintendent of public instruction shall make any changes based on
23 the comment and recommendations from the state board of education and
24 adopt the recommended curricula.

25 (c) By May 15, 2009, the superintendent of public instruction shall
26 present to the state board of education recommendations for no more
27 than three basic science curricula each for elementary, middle, and
28 high school grade spans.

29 (d) By June 30, 2009, the state board of education shall provide
30 official comment and recommendations to the superintendent of public
31 instruction regarding the recommended science curricula. The
32 superintendent of public instruction shall make any changes based on
33 the comment and recommendations from the state board of education and
34 adopt the recommended curricula.

35 (e) In selecting the recommended curricula under this subsection
36 (7), the superintendent of public instruction shall provide information
37 to the mathematics and science advisory panels created under section 2

1 of this act, as appropriate, and seek the advice of the appropriate
2 panel regarding the curricula that shall be included in the
3 recommendations.

4 (f) The recommended curricula under this subsection (7) shall align
5 with the revised essential academic learning requirements and grade
6 level expectations. In addition to the recommended basic curricula,
7 appropriate diagnostic and supplemental materials shall be identified
8 as necessary to support each curricula.

9 (g) Subject to funds appropriated for this purpose and availability
10 of the curricula, at least one of the curricula in each grade span and
11 in each of mathematics and science shall be available to schools and
12 parents online at no cost to the school or parent.

13 (8) By December 1, 2007, the state board of education shall revise
14 the high school graduation requirements under RCW 28A.230.090 to
15 include a minimum of three credits of mathematics, one of which may be
16 a career and technical course equivalent in mathematics, and prescribe
17 the mathematics content in the three required credits.

18 (9) Nothing in this section requires a school district to use one
19 of the recommended curricula under subsection (7) of this section.
20 However, the statewide accountability plan adopted by the state board
21 of education under RCW 28A.305.130 shall recommend conditions under
22 which school districts should be required to use one of the recommended
23 curricula. The plan shall also describe the conditions for exception
24 to the curriculum requirement, such as the use of integrated academic
25 and career and technical education curriculum. Required use of the
26 recommended curricula as an intervention strategy must be authorized by
27 the legislature as required by RCW 28A.305.130(4)(e) before
28 implementation.

29 NEW SECTION. Sec. 2. A new section is added to chapter 28A.305
30 RCW to read as follows:

31 ADVISORY PANELS. (1) The state board of education shall appoint a
32 mathematics advisory panel and a science advisory panel to advise the
33 board regarding essential academic learning requirements, grade level
34 expectations, and recommended curricula in mathematics and science and
35 to monitor implementation of these activities. In conducting their
36 work, the panels shall provide objective reviews of materials and
37 information provided by any expert national consultants retained by the

1 board and shall provide a public and transparent forum for
2 consideration of mathematics and science learning standards and
3 curricula.

4 (2) Each panel shall include no more than sixteen members with
5 representation from individuals from academia in mathematics and
6 science-related fields, individuals from business and industry in
7 mathematics and science-related fields, mathematics and science
8 educators, parents, and other individuals who could contribute to the
9 work of the panel based on their experiences.

10 (3) Each member of each panel shall be compensated in accordance
11 with RCW 43.03.220 and reimbursed for travel expenses in accordance
12 with RCW 43.03.050 and 43.03.060. School districts shall be reimbursed
13 for the cost of substitutes for the mathematics and science educators
14 on the panels as required under RCW 28A.300.035. Members of the panels
15 who are employed by a public institution of higher education shall be
16 provided sufficient time away from their regular duties, without loss
17 of benefits or privileges, to fulfill the responsibilities of being a
18 panel member.

19 (4) Panel members shall not have conflicts of interest with regard
20 to association with any publisher, distributor, or provider of
21 curriculum, assessment, or test materials and services purchased by or
22 contracted through the office of the superintendent of public
23 instruction, educational service districts, or school districts.

24 (5) This section expires June 30, 2012.

25 NEW SECTION. Sec. 3. A new section is added to chapter 28A.300
26 RCW to read as follows:

27 AFTER-SCHOOL MATHEMATICS SUPPORT PROGRAM. (1) The after-school
28 mathematics support program is created to study the effects of
29 intentional, skilled mathematics support included as part of an
30 existing after-school activity program.

31 (2) The office of the superintendent of public instruction shall
32 provide grants to selected community-based, nonprofit organizations
33 that provide after-school programs and include support for students to
34 learn mathematics.

35 (3) Grant applicants must demonstrate the capacity to provide
36 assistance in mathematics learning in the following ways:

1 (a) Identifying the mathematics content and instructional skill of
2 the staff or volunteers assisting students;

3 (b) Identifying proposed learning strategies to be used, which
4 could include computer-based instructional and skill practice programs
5 and tutoring by adults or other students;

6 (c) Articulating the plan for connection with school mathematics
7 teachers to coordinate student assistance; and

8 (d) Articulating the plan for assessing student and program
9 success.

10 (4) Priority will be given to applicants that propose programs to
11 serve middle school and junior high school students.

12 (5) The office of the superintendent of public instruction shall
13 evaluate program outcomes and report to the governor and the education
14 committees of the legislature on the outcomes of the grants and make
15 recommendations related to program continuation, program modification,
16 and issues related to program sustainability and possible program
17 expansion. An interim report is due November 1, 2008. The final
18 report is due December 1, 2009.

19 NEW SECTION. Sec. 4. A new section is added to chapter 28A.415
20 RCW to read as follows:

21 MATHEMATICS AND SCIENCE INSTRUCTIONAL COACH PROGRAM. (1) A
22 mathematics and science instructional coach program is authorized,
23 which shall consist of a coach development institute, coaching
24 seminars, coaching activities in schools, and program evaluation.

25 (2) The office of the superintendent of public instruction shall
26 develop a mathematics and science instructional coach program that
27 includes an initial coach development experience for new coaches
28 provided through an institute setting, coaching support seminars, and
29 additional coach development services. The office shall draw upon the
30 experiences of coaches in federally supported elementary literacy
31 programs and other successful programs, research and policy briefs on
32 adult professional development, and research that specifically
33 addresses the instructional environments of middle, junior high, and
34 high schools as well as the unique aspects of the fields of mathematics
35 and science.

36 (3) The office of the superintendent of public instruction shall
37 design the application process and select the program participants.

1 (4) Schools and school districts participating in the program shall
2 carefully select the individuals to perform the role of mathematics or
3 science instructional coach. Characteristics to be considered for a
4 successful coach include:

5 (a) Expertise in content area;

6 (b) Expertise in various instructional methodologies and
7 personalizing learning;

8 (c) Personal skills that include skilled listening, questioning,
9 trust-building, and problem-solving;

10 (d) Understanding and appreciation for the differences in adult
11 learners and student learners; and

12 (e) Capacity for strategic planning and quality program
13 implementation.

14 (5) The role of the mathematics or science instructional coach is
15 focused on supporting teachers as they apply knowledge, develop skills,
16 polish techniques, and deepen their understanding of content and
17 instructional practices. This work takes a number of forms including:
18 Individualized professional development, department-wide and school-
19 wide professional development, guidance in student data interpretation,
20 and using assessment to guide instruction. Each coach shall be
21 assigned to two schools as part of the program.

22 (6) Program participants have the following responsibilities:

23 (a) Mathematics and science coaches shall participate in the coach
24 development institute as well as in coaching support seminars that take
25 place throughout the school year, practice coaching activities as
26 guided by those articulated in the role of the coach in subsection (5)
27 of this section, collect data, and participate in program evaluation
28 activities as requested by the institute pursuant to subsection (7) of
29 this section.

30 (b) School and district administrators in districts in which the
31 mathematics and science coaches are practicing shall participate in
32 program evaluation activities.

33 (7) (a) The Washington State University social and economic sciences
34 research center shall conduct an evaluation of the mathematics and
35 science instructional coach program in this section. Data shall be
36 collected through various instruments including surveys, program and
37 activity reports, student performance measures, observations,
38 interviews, and other processes. Findings shall include an evaluation

1 of the coach development institute, coaching support seminars, and
2 other coach support activities; recommendations with regard to the
3 characteristics required of the coaches; identification of changes in
4 teacher instruction related to coaching activities; and identification
5 of the satisfaction level with coaching activities as experienced by
6 classroom teachers and administrators.

7 (b) The Washington State University social and economic sciences
8 research center shall report its findings to the governor, the office
9 of the superintendent of public instruction, and the education and
10 fiscal committees of the legislature. An interim report is due
11 November 1, 2008. The final report is due December 1, 2009.

12 **Sec. 5.** RCW 28A.660.005 and 2001 c 158 s 1 are each amended to
13 read as follows:

14 (1) The legislature finds and declares:

15 ((+1)) (a) Teacher qualifications and effectiveness are the most
16 important influences on student learning in schools((-));

17 ((+2)) (b) Preparation of individuals to become well-qualified,
18 effective teachers must be high quality((-));

19 ((+3)) (c) Teachers who complete high-quality alternative route
20 programs with intensive field-based experience, adequate coursework,
21 and strong mentorship do as well or better than teachers who complete
22 traditional preparation programs((-);

23 ((+4)) (d) High-quality alternative route programs can provide
24 more flexibility and expedience for individuals to transition from
25 their current career to teaching((-);

26 ((+5)) (e) High-quality alternative route programs can help school
27 districts fill subject matter shortage areas and areas with shortages
28 due to geographic location((-);

29 ((+6)) (f) Regardless of route, all candidates for residency
30 teacher certification must meet the high standards required by the
31 state; and

32 (g) Teachers need an adequate background in subject matter content
33 if they are to teach it well, and should hold full, appropriate
34 credentials in those subject areas.

35 (2) The legislature recognizes widespread concerns about the
36 potential for teacher shortages and finds that classified instructional

1 staff in public schools, current certificated staff, and unemployed
2 certificate holders represent a great untapped resource for recruiting
3 ~~((the))~~ more teachers ~~((of the future))~~ in critical shortage areas.

4 NEW SECTION. Sec. 6. A new section is added to chapter 28A.660
5 RCW to read as follows:

6 (1) The pipeline for paraeducators conditional scholarship program
7 is created. Participation is limited to paraeducators without a
8 college degree who have at least three years of classroom experience.
9 It is anticipated that candidates enrolled in this program will
10 complete their associate of arts degree at a community and technical
11 college in two years or less and become eligible for a mathematics,
12 special education, or English as a second language endorsement via
13 route one in the alternative routes to teacher certification program
14 provided in this chapter.

15 (2) Entry requirements for candidates include district or building
16 validation of qualifications, including three years of successful
17 student interaction and leadership as a classified instructional
18 employee.

19 NEW SECTION. Sec. 7. A new section is added to chapter 28A.660
20 RCW to read as follows:

21 (1) The retooling to teach mathematics and science conditional
22 scholarship program is created. Participation is limited to current K-
23 12 teachers and individuals having an elementary education certificate
24 but who are not employed in positions requiring an elementary education
25 certificate. It is anticipated that candidates enrolled in this
26 program will complete the requirements for a mathematics or science
27 endorsement, or both, in two years or less.

28 (2) Entry requirements for candidates include:

29 (a) Current K-12 teachers shall pursue a middle level mathematics
30 or science, or secondary mathematics or science endorsement.

31 (b) Individuals having an elementary education certificate but who
32 are not employed in positions requiring an elementary education
33 certificate shall pursue an endorsement in middle level mathematics or
34 science only.

1 **Sec. 8.** RCW 28A.660.050 and 2004 c 23 s 5 are each amended to read
2 as follows:

3 The ~~((alternative route))~~ conditional scholarship programs ~~((is))~~
4 in this chapter are created under the following guidelines:

5 (1) The programs shall be administered by the higher education
6 coordinating board. In administering the programs, the higher
7 education coordinating board has the following powers and duties:

8 (a) To adopt necessary rules and develop guidelines to administer
9 the programs;

10 (b) To collect and manage repayments from participants who do not
11 meet their service obligations; and

12 (c) To accept grants and donations from public and private sources
13 for the programs.

14 (2) Requirements for participation in the ~~((alternative route))~~
15 conditional scholarship programs are as provided in this subsection
16 (2).

17 (a) The alternative route conditional scholarship program is
18 limited to interns of the partnership grant programs under RCW
19 28A.660.040. In order to receive conditional scholarship awards,
20 recipients shall:

21 (i) Be accepted and maintain enrollment in alternative
22 certification routes through the partnership grant program;

23 (ii) Continue to make satisfactory progress toward completion of
24 the alternative route certification program and receipt of a residency
25 teaching certificate; and

26 (iii) Receive no more than the annual amount of the scholarship,
27 not to exceed eight thousand dollars, for the cost of tuition, fees,
28 and educational expenses, including books, supplies, and transportation
29 for the alternative route certification program in which the recipient
30 is enrolled. The board may adjust the annual award by the average rate
31 of resident undergraduate tuition and fee increases at the state
32 universities as defined in RCW 28B.10.016.

33 (b) The pipeline for paraeducators conditional scholarship program
34 is limited to qualified paraeducators as provided by section 6 of this
35 act. In order to receive conditional scholarship awards, recipients
36 shall:

37 (i) Be accepted and maintain enrollment at a community and

1 technical college for no more than two years and attain an associate of
2 arts degree;

3 (ii) Continue to make satisfactory progress toward completion of an
4 associate of arts degree. This progress requirement is a condition for
5 eligibility into a route one program of the alternative routes to
6 teacher certification program for a mathematics, special education, or
7 English as a second language endorsement; and

8 (iii) Receive no more than the annual amount of the scholarship,
9 not to exceed four thousand dollars, for the cost of tuition, fees, and
10 educational expenses, including books, supplies, and transportation for
11 the alternative route certification program in which the recipient is
12 enrolled. The board may adjust the annual award by the average rate of
13 tuition and fee increases at the state community and technical
14 colleges.

15 (c) The retooling to teach mathematics and science conditional
16 scholarship program is limited to current K-12 teachers and individuals
17 having an elementary education certificate but who are not employed in
18 positions requiring an elementary education certificate as provided by
19 section 7 of this act. In order to receive conditional scholarship
20 awards:

21 (i) Individuals currently employed as teachers shall pursue a
22 middle level mathematics or science, or secondary mathematics or
23 science endorsement; or

24 (ii) Individuals who are certificated with an elementary education
25 endorsement, but not employed in positions requiring an elementary
26 education certificate, shall pursue an endorsement in middle level
27 mathematics or science, or both; and

28 (iii) Individuals shall use one of the pathways to endorsement
29 processes to receive a mathematics or science endorsement, or both,
30 which shall include passing a mathematics or science endorsement test,
31 or both tests, plus observation and completing applicable coursework to
32 attain the proper endorsement; and

33 (iv) Individuals shall receive no more than the annual amount of
34 the scholarship, not to exceed three thousand dollars, for the cost of
35 tuition, test fees, and educational expenses, including books,
36 supplies, and transportation for the endorsement pathway being pursued.

37 (3) The Washington professional educator standards board shall
38 select (~~interns~~) individuals to receive conditional scholarships.

1 ~~((3) In order to receive conditional scholarship awards,~~
2 ~~recipients shall be accepted and maintain enrollment in alternative~~
3 ~~certification routes through the partnership grant program, as provided~~
4 ~~in RCW 28A.660.040. Recipients must continue to make satisfactory~~
5 ~~progress towards completion of the alternative route certification~~
6 ~~program and receipt of a residency teaching certificate.))~~

7 (4) For the purpose of this chapter, a conditional scholarship is
8 a loan that is forgiven in whole or in part in exchange for service as
9 a certificated teacher employed in a Washington state K-12 public
10 school. The state shall forgive one year of loan obligation for every
11 two years a recipient teaches in a public school. Recipients ~~((that))~~
12 who fail to continue a course of study leading to residency teacher
13 certification or cease to teach in a public school in the state of
14 Washington in their endorsement area are required to repay the
15 remaining loan principal with interest.

16 (5) Recipients who fail to fulfill the required teaching obligation
17 are required to repay the remaining loan principal with interest and
18 any other applicable fees. The higher education coordinating board
19 shall adopt rules to define the terms for repayment, including
20 applicable interest rates, fees, and deferments.

21 ~~((To the extent funds are appropriated for this specific~~
22 ~~purpose, the annual amount of the scholarship is the annual cost of~~
23 ~~tuition, fees, and educational expenses, including books, supplies, and~~
24 ~~transportation for the alternative route certification program in which~~
25 ~~the recipient is enrolled, not to exceed eight thousand dollars. The~~
26 ~~board may adjust the annual award by the average rate of resident~~
27 ~~undergraduate tuition and fee increases at the state universities as~~
28 ~~defined in RCW 28B.10.016.~~

29 ~~(7))~~ The higher education coordinating board may deposit all
30 appropriations, collections, and any other funds received for the
31 program in this chapter in the ~~((student loan))~~ future teachers
32 conditional scholarship account authorized in RCW ~~((28B.102.060))~~
33 28B.102.080.

34 Sec. 9. RCW 28B.102.080 and 2004 c 58 s 9 are each amended to read
35 as follows:

36 (1) The future teachers conditional scholarship account is created
37 in the custody of the state treasurer. An appropriation is not

1 required for expenditures of funds from the account. The account is
2 not subject to allotment procedures under chapter 43.88 RCW except for
3 moneys used for program administration.

4 (2) The board shall deposit in the account all moneys received for
5 the future teachers conditional scholarship and loan repayment program
6 and for conditional loan programs under chapter 28A.660 RCW. The
7 account shall be self-sustaining and consist of funds appropriated by
8 the legislature for the future teachers conditional scholarship and
9 loan repayment program, private contributions to the program, ((and))
10 receipts from participant repayments from the future teachers
11 conditional scholarship and loan repayment program, and conditional
12 loan programs established under chapter 28A.660 RCW. Beginning July 1,
13 2004, the board shall also deposit into the account: (a) All funds
14 from the institution of higher education loan account that are
15 traceable to any conditional scholarship program for teachers or
16 prospective teachers established by the legislature before June 10,
17 2004; and (b) all amounts repaid by individuals under any such program.

18 (3) Expenditures from the account may be used solely for
19 conditional loans and loan repayments to participants in the future
20 teachers conditional scholarship and loan repayment program established
21 by this chapter, conditional scholarships for participants in programs
22 established in chapter 28A.660 RCW, and costs associated with program
23 administration by the board.

24 (4) Disbursements from the account may be made only on the
25 authorization of the board.

26 NEW SECTION. Sec. 10. A new section is added to chapter 28B.10
27 RCW to read as follows:

28 (1) By September 1, 2008, the state board for community and
29 technical colleges, the council of presidents, the higher education
30 coordinating board, and the office of the superintendent of public
31 instruction, under the leadership of the transition math project and in
32 collaboration with representatives of public two and four-year
33 institutions of higher education, shall jointly revise the Washington
34 mathematics placement test to serve as a common college readiness test
35 for all two and four-year institutions of higher education.

36 (2) The revised mathematics college readiness test shall be
37 implemented by all public two and four-year institutions of higher

1 education by September 1, 2009. All public two and four-year
2 institutions of higher education must use a common performance standard
3 on the mathematics placement test for purposes of determining college
4 readiness in mathematics. The performance standard must be publicized
5 to all high schools in the state.

6 NEW SECTION. Sec. 11. A new section is added to chapter 28A.320
7 RCW to read as follows:

8 (1) Subject to funding appropriated for this purpose and beginning
9 in the fall of 2009, school districts shall provide all high school
10 students enrolled in the district the option of taking the mathematics
11 college readiness test developed under section 10 of this act once at
12 no cost to the students. Districts shall encourage, but not require,
13 students to take the test in their junior or senior year of high
14 school.

15 (2) Subject to funding appropriated for this purpose, the office of
16 the superintendent of public instruction shall reimburse each district
17 for the costs incurred by the district in providing students the
18 opportunity to take the mathematics placement test.

19 NEW SECTION. Sec. 12. The legislature finds that knowledge,
20 skills, and opportunities in mathematics, science, and technology
21 should be increased for all students in Washington. The legislature
22 intends to foster capacity between and among the educational sectors to
23 enable continuous and sustainable growth of the learning and teaching
24 of mathematics, science, and technologies. The legislature intends to
25 foster high quality mathematics, science, and technology programs to
26 increase the number of students in the kindergarten through twelfth
27 grade pipeline who are prepared and aspire to continue in the areas of
28 mathematics, science, and technology, whether it be at a college,
29 university, or in the workforce.

30 Sec. 13. RCW 28A.230.130 and 2003 c 49 s 2 are each amended to
31 read as follows:

32 (1) All public high schools of the state shall provide a program,
33 directly or in cooperation with a community college or another school
34 district, for students whose educational plans include application for

1 entrance to a baccalaureate-granting institution after being granted a
2 high school diploma. The program shall help these students to meet at
3 least the minimum entrance requirements under RCW 28B.10.050.

4 (2) All public high schools of the state shall provide a program,
5 directly or in cooperation with a community or technical college, a
6 skills center, an apprenticeship committee, or another school district,
7 for students who plan to pursue career or work opportunities other than
8 entrance to a baccalaureate-granting institution after being granted a
9 high school diploma. These programs may:

10 (a) Help students demonstrate the application of essential academic
11 learning requirements to the world of work, occupation-specific skills,
12 knowledge of more than one career in a chosen pathway, and
13 employability and leadership skills; and

14 (b) Help students demonstrate the knowledge and skill needed to
15 prepare for industry certification, and/or have the opportunity to
16 articulate to postsecondary education and training programs.

17 (3) Within funds specifically appropriated therefor, a middle
18 school that receives approval from the office of the superintendent of
19 public instruction to provide a career and technical program directly
20 to students shall receive funding at the same rate as a high school
21 operating a similar program. Additionally, a middle school that
22 provides a hands-on experience in math and science with an integrated
23 curriculum of academic content and career and technical education, and
24 includes a career and technical education exploratory component shall
25 also qualify for the career and technical education funding.

26 (4) The state board of education, upon request from local school
27 districts, may grant waivers from the requirements to provide the
28 program described in subsections (1) and (2) of this section for
29 reasons relating to school district size and the availability of staff
30 authorized to teach subjects which must be provided. In considering
31 waiver requests related to programs in subsection (2) of this section,
32 the state board of education shall consider the extent to which the
33 school district has offered such programs before the 2003-04 school
34 year.

35 **Sec. 14.** RCW 28A.230.130 and 2006 c 263 s 407 are each amended to
36 read as follows:

37 (1) All public high schools of the state shall provide a program,

1 directly or in cooperation with a community college or another school
2 district, for students whose educational plans include application for
3 entrance to a baccalaureate-granting institution after being granted a
4 high school diploma. The program shall help these students to meet at
5 least the minimum entrance requirements under RCW 28B.10.050.

6 (2) All public high schools of the state shall provide a program,
7 directly or in cooperation with a community or technical college, a
8 skills center, an apprenticeship committee, or another school district,
9 for students who plan to pursue career or work opportunities other than
10 entrance to a baccalaureate-granting institution after being granted a
11 high school diploma. These programs may:

12 (a) Help students demonstrate the application of essential academic
13 learning requirements to the world of work, occupation-specific skills,
14 knowledge of more than one career in a chosen pathway, and
15 employability and leadership skills; and

16 (b) Help students demonstrate the knowledge and skill needed to
17 prepare for industry certification, and/or have the opportunity to
18 articulate to postsecondary education and training programs.

19 (3) Within funds specifically appropriated therefor, a middle
20 school that receives approval from the office of the superintendent of
21 public instruction to provide a career and technical program directly
22 to students shall receive funding at the same rate as a high school
23 operating a similar program. Additionally, a middle school that
24 provides a hands-on experience in math and science with an integrated
25 curriculum of academic content and career and technical education, and
26 includes a career and technical education exploratory component shall
27 also qualify for the career and technical education funding.

28 NEW SECTION. Sec. 15. A new section is added to chapter 28A.300
29 RCW to read as follows:

30 The superintendent of public instruction shall provide support for
31 statewide coordination for math, science, and technology, including
32 employing a statewide director for math, science, and technology. The
33 duties of the director shall include, but not be limited to:

34 (1) Within funds specifically appropriated therefor, obtain a
35 statewide license, or otherwise obtain and disseminate, an interactive,
36 project-based high school and middle school technology curriculum that
37 includes a comprehensive professional development component for

1 teachers and, if possible, counselors, and also includes a systematic
2 program evaluation. The curriculum must be distributed to all school
3 districts, or as many as feasible, by the 2007-08 school year;

4 (2) Within funds specifically appropriated therefor, supporting a
5 public-private partnership to assist school districts with implementing
6 an ongoing, inquiry-based science program that is based on a research-
7 based model of systemic reform and aligned with the Washington state
8 science grade level expectations;

9 (3) Within funds specifically appropriated therefor, supporting a
10 public-private partnership to provide enriching opportunities in
11 mathematics, engineering, and science for underrepresented students in
12 grades kindergarten through twelve using exemplary materials and
13 instructional approaches;

14 (4) In an effort to increase precollege and prework interest in
15 math, science, and technology fields, in collaboration with the
16 community and technical colleges, the four-year institutions of higher
17 education, and the workforce training and education coordinating board,
18 conducting outreach efforts to attract middle and high school students
19 to careers in math, science, and technology and to educate students
20 about the coursework that is necessary to be adequately prepared to
21 succeed in these fields;

22 (5) Coordinating youth opportunities in math, science, and
23 technology, including facilitating student participation in school
24 clubs, state-level fairs, national competitions, and encouraging
25 partnerships between students and university faculty or industry to
26 facilitate such student participation;

27 (6) Developing and maintaining public-private partnerships to
28 generate business and industry assistance to accomplish the following:

29 (a) Increasing student engagement and career awareness, including
30 increasing student participation in the youth opportunities in
31 subsection (5) of this section;

32 (b) Creation and promotion of student scholarships, internships,
33 and apprenticeships;

34 (c) Provision of relevant teacher experience and training,
35 including on-the-job professional development opportunities;

36 (d) Upgrading kindergarten through twelfth grade school equipment
37 and facilities to support high quality math, science, and technology
38 programs;

1 (7) Assembling a cadre of inspiring speakers employed or
2 experienced in the relevant fields to speak to kindergarten through
3 twelfth grade students to demonstrate the breadth of the opportunities
4 in the relevant fields as well as share the types of coursework that is
5 necessary for someone to be successful in the relevant field;

6 (8) Providing technical assistance to schools and school districts,
7 including working with counselors in support of the math, science, and
8 technology programs; and

9 (9) Reporting annually to the legislature about the actions taken
10 to provide statewide coordination for math, science, and technology.

11 NEW SECTION. Sec. 16. A new section is added to chapter 28A.655
12 RCW to read as follows:

13 (1) Within funds specifically appropriated therefor, by December 1,
14 2008, the superintendent of public instruction shall develop essential
15 academic learning requirements and grade level expectations for
16 educational technology literacy and technology fluency that identify
17 the knowledge and skills that all public school students need to know
18 and be able to do in the areas of technology and technology literacy.
19 The development process shall include a review of current standards
20 that have been developed or are used by other states and national and
21 international technology associations. To the maximum extent possible,
22 the superintendent shall integrate goal four and the knowledge and
23 skill areas in the other goals in the technology essential academic
24 learning requirements.

25 (a) As used in this section, "technology literacy" means the
26 ability to responsibly, creatively, and effectively use appropriate
27 technology to communicate; access, collect, manage, integrate, and
28 evaluate information; solve problems and create solutions; build and
29 share knowledge; and improve and enhance learning in all subject areas
30 and experiences.

31 (b) Technology fluency builds upon technology literacy and is
32 demonstrated when students: Apply technology to real-world
33 experiences; adapt to changing technologies; modify current and create
34 new technologies; and personalize technology to meet personal needs,
35 interests, and learning styles.

36 (2)(a) Within funds specifically appropriated therefor, the
37 superintendent shall obtain or develop education technology assessments

1 that may be administered in the elementary, middle, and high school
2 grades to assess the essential academic learning requirements for
3 technology. The assessments shall be designed to be classroom or
4 project-based so that they can be embedded in classroom instruction and
5 be administered and scored by school staff throughout the regular
6 school year using consistent scoring criteria and procedures. By the
7 2010-11 school year, these assessments shall be made available to
8 school districts for the districts' voluntary use. If a school
9 district uses the assessments created under this section, then the
10 school district shall notify the superintendent of public instruction
11 of the use. The superintendent shall report annually to the
12 legislature on the number of school districts that use the assessments
13 each school year.

14 (b) Beginning December 1, 2010, and annually thereafter, the
15 superintendent of public instruction shall provide a report to the
16 relevant legislative committees regarding the use of the assessments.

17 NEW SECTION. Sec. 17. A new section is added to chapter 28B.76
18 RCW to read as follows:

19 As part of the state needs assessment process conducted by the
20 board in accordance with RCW 28B.76.230, the board shall assess the
21 need for additional baccalaureate degree programs in Washington that
22 specialize in teacher preparation in mathematics, science, and
23 technology. If the board determines that there is a need for
24 additional programs, then the board shall encourage the appropriate
25 institutions of higher education or institutional sectors to create
26 such a program.

27 NEW SECTION. Sec. 18. Beginning September 1, 2007, through
28 December 1, 2008, the state board of education shall provide a status
29 report at the beginning of each calendar quarter on the activities and
30 progress in completing the requirements under section 1 of this act.
31 The report shall be provided to the governor and the members of the
32 education committees of the senate and the house of representatives.

33 NEW SECTION. Sec. 19. Captions used in this act are not any part
34 of the law.

1 NEW SECTION. Sec. 20. Section 13 of this act expires September 1,
2 2009.

3 NEW SECTION. Sec. 21. Section 14 of this act takes effect
4 September 1, 2009.

5 NEW SECTION. Sec. 22. Sections 1 and 2 of this act are necessary
6 for the immediate preservation of the public peace, health, or safety,
7 or support of the state government and its existing public
8 institutions, and take effect immediately.

 Passed by the House April 17, 2007.

 Passed by the Senate April 11, 2007.

 Approved by the Governor May 9, 2007.

 Filed in Office of Secretary of State May 11, 2007.